

I. Introduction

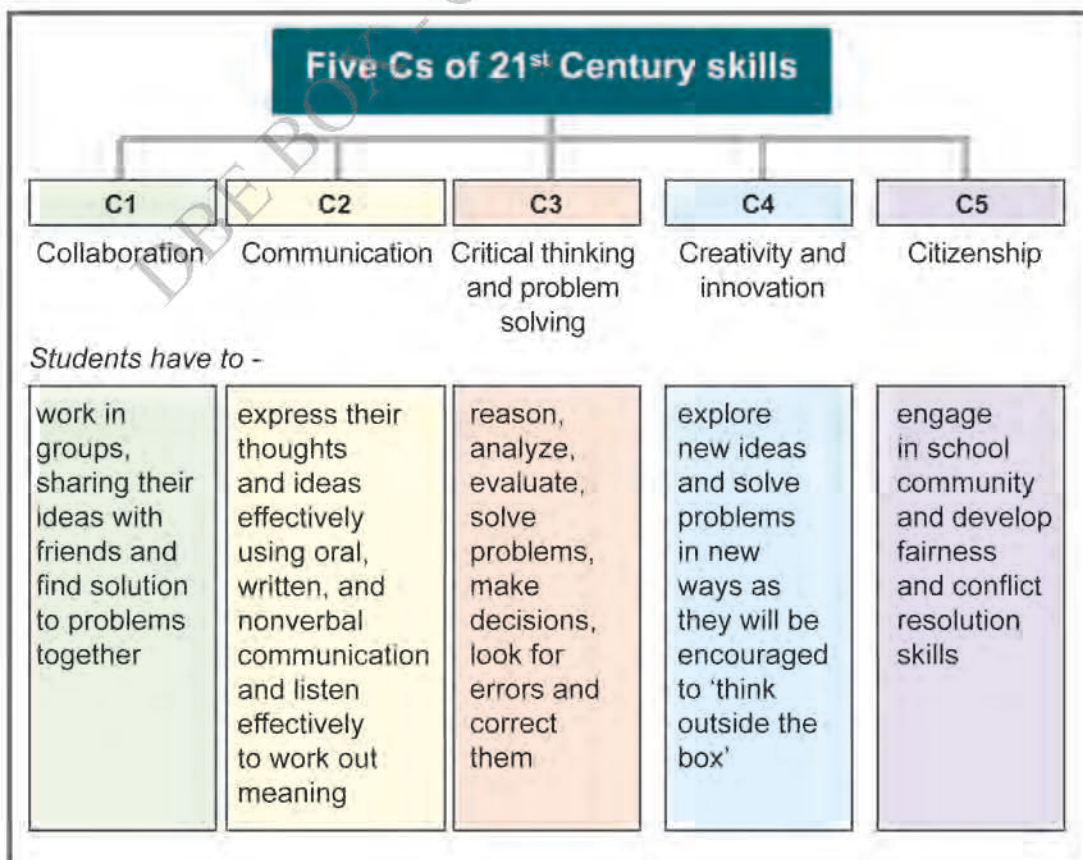
About the Textbook

The Grade 10 textbook is made up of 12 units and each unit contains five sections: Reading, Vocabulary, Grammar, Listening and Speaking, and Writing. In addition to the five sections, after every three units there is a review section and a poem.

The main objectives of the textbook are:

- to strengthen students' foundation of English laid down in the primary and middle school levels
- to further develop the listening, speaking, reading and writing skills of students
- to expand the vocabulary of students
- to provide exercises from which students can make effective use of the English grammar
- to provide activities from which students can have sufficient practice in developing the four language skills
- to provide students with exercises from which students can make practical use of the skills acquired from the lessons
- to develop the creative thinking skills and analytical skills of students

To achieve the above mentioned set of objectives, the Five Cs of 21st century skills are integrated in each lesson.



A. Reading

The Reading Section contains passages of diverse themes ranging from familiar to unfamiliar and simple to complex. The text familiarizes students with a variety of text types. The passages are followed by different types of exercises that will develop students' information gathering skills, information transfer skills, collaboration, communication, critical thinking and problem-solving, creativity and innovation. When dealing with reading comprehension exercises, teachers are to allocate time to read the passages and do exercises, and to make decision on the extent their mother tongue should be used in explaining unfamiliar concepts to students depending on the level of their students.

B. Vocabulary

The Vocabulary Section aims at developing students' ability to infer meanings of words and expressions used in the context and building up their vocabulary focusing on both form and usage.

C. Grammar

The Grammar Section contains grammar items which are presented with clear explanations and plenty of practice. It also has exercises on a variety of sentence structures, which will help improve students' accuracy in learning English.

D. Listening and Speaking

The Listening Section includes recordings and exercises which encourage students to listen for general ideas and for specific information.

The Speaking Section encourages students to notice, in a systematic way, features which help them improve their speaking. Opportunities are included for students to respond to questions, interview or take part in conversations, discussions and role-plays. These activities involve a variety of interaction patterns such as pairs and groups.

E. Writing

The Writing Section provides students with a firm foundation in organized writing and the topics for the writing tasks are related to ideas that have arisen during the course of their study of the comprehension passages.

F. Review

The Review Section is meant to review what students have learnt in the previous units. The exercises are provided (1) to give students practice in using the vocabulary, grammar items and the language functions and (2) to be used as examples when teachers set questions to test students' mastery in vocabulary, grammar and language functions they have learnt.

G. Poems

The Poems are taught with the following objectives:

- to lay the foundation for the appreciation of the beauty of language
- to enable students to appreciate the rhyme and style of a poem
- to develop a taste for poetry reading and writing in them
- to develop their aesthetic sense
- to excite their love of language
- to educate their emotions and enhance their power of imagination
- to help them acquire natural speech rhythm

About the Teacher's Guide

The teacher's guide contains everything the teacher needs to get the most out of the textbook. It details teaching notes including the objectives of the 12 units, teaching tips, answer keys and audio materials.

The Teaching Learning Process

The teaching learning process for each lesson topic comprises four major stages: Introduce, Teach, Practise and Review.

In the introduction stage, teachers are to introduce the lesson by relating the previous knowledge of students to that of the present and motivate them to become interested in the lesson they will be learning.

In the teaching stage, teachers teach by coping with unfamiliar input and by providing feedback that highlights problem areas. Teachers are supposed not only to explain, but also to create a suitable learning environment for learners. They should also encourage self-correction or further exploration of the learners.

In the practice stage, students will be given opportunities to do exercises or / and activities on their own individually or in pairs or in groups.

In the review stage, teachers are to review the lesson (1) by asking students some check-up questions, (2) by asking them to do some simple tasks to discover whether students have achieved the objectives they have set or not, and (3) by summarizing the lesson taught.

Time Allocation for Each Lesson

Teachers can spend 11 to 12 periods for a unit and 2 periods for each review section and each poem as follows:

Reading	3/ 4 periods
Vocabulary	2 periods
Grammar	2 periods
Listening	1 period
Speaking	1 period
Writing	2 periods
Review	2 periods
Poem	2 periods

However, depending on the level of students and the difficulty of the units, teachers are free to adjust the periods spent for each unit and each component.

II. Year Plan – Time Allocation per Topic for the Year

Unit	Topic	Component	Period	Period per Unit
1	LANGUAGE	Reading	3	11
		Vocabulary	2	
		Grammar	2	
		Listening & Speaking	2	
		Writing	2	
2	LITERATURE	Reading	3	11
		Vocabulary	2	
		Grammar	2	
		Listening & Speaking	2	
		Writing	2	
3	ZERO	Reading	3	11
		Vocabulary	2	
		Grammar	2	
		Listening & Speaking	2	
		Writing	2	
REVIEW 1				2
POEM 1: DAFFODILS				2
4	PAINTING	Reading	3	11
		Vocabulary	2	
		Grammar	2	
		Listening & Speaking	2	
		Writing	2	
5	TRAINS	Reading	3	11
		Vocabulary	2	
		Grammar	2	
		Listening & Speaking	2	
		Writing	2	
6	THE PRODIGAL SON	Reading	3	11
		Vocabulary	2	
		Grammar	2	
		Listening & Speaking	2	
		Writing	2	

Unit	Topic	Component	Period	Period per Unit
REVIEW 2				2
POEM 2: THE BLIND BOY				2
7	TYPICAL MYANMAR SNACKS	Reading	3	11
		Vocabulary	2	
		Grammar	2	
		Listening & Speaking	2	
		Writing	2	
8	FOOD CHAIN	Reading	3	11
		Vocabulary	2	
		Grammar	2	
		Listening & Speaking	2	
		Writing	2	
9	CLIMATE CHANGE	Reading	3	11
		Vocabulary	2	
		Grammar	2	
		Listening & Speaking	2	
		Writing	2	
REVIEW 3				2
POEM 3: SONG				2
10	FOOD SAFETY	Reading	3	11
		Vocabulary	2	
		Grammar	2	
		Listening & Speaking	2	
		Writing	2	

Unit	Topic	Component	Period	Period per Unit
11	THANAKHA, UNIQUELY MYANMAR	Reading	4	12
		Vocabulary	2	
		Grammar	2	
		Listening & Speaking	2	
		Writing	2	
12	URBANIZATION	Reading	4	12
		Vocabulary	2	
		Grammar	2	
		Listening & Speaking	2	
		Writing	2	
REVIEW 4				2
POEM 4: WHAT IS PINK?				2
Total (Teaching Periods)				150
Reserved (Revision and Exam)				30
Total				180

III. Teaching Procedure

Unit 1: LANGUAGE

Objectives

Students should be able to

- outline facts and ideas from a reading passage.
- respond to questions appropriately.
- interpret the meaning of unfamiliar words, referring to the context.
- apply words and expressions related to language appropriately.
- study the use of nouns in apposition and use them appropriately.
- make a list of the most widely spoken languages in the world.
- interview a friend about learning a foreign language and report his or her ideas to the class verbally.
- write a paragraph about a country, using the points given.

1A Reading

Introduce

- Introduce the lesson by asking students what they understand by the topic, 'Language'.
- After listening to 3 or 4 students, explain to them that language is a tool that people use every day for communication in the form of speaking, writing, etc.
- Next, ask them brainstorming questions in the Pre-reading section. Encourage them to give the answers that are true for them and share the answers with a friend sitting next to them.

Teacher Teaches & Students Practise

- Ask students to read the passage silently for 10 minutes. Then, ask them how many main points there are in the text and what they are.
- Ask them to read the passage again

and list the unfamiliar words they have come across. Explain to them the meaning of the unfamiliar words through the contexts or by giving them examples.

- Ask them to complete the sentences in Exercise A of Section 1A.
- Then, ask them to locate specific details in the text by answering the comprehension questions given in Exercise B. The purpose of this exercise is to check whether students understand what they have read or not and to give them practice in writing factually and grammatically correct sentences. Before checking the answers of students, give them time to compare their answers with their friends. (**Note:** For Question No. 8, encourage them to give their opinions and reasons.)
- Next, ask them to do Exercise C which is to identify the language functions of the given expressions. As found in the key to the answers, they can use their own words in assigning the functions. For example, in No. 10 they can say giving instruction or to instruct.

Review

- Ask students some check-up questions such as 'What are the language skills?', 'Why do people use language?' and 'What language functions have you learnt?'

1B Vocabulary

Countries, Nationalities and Languages

Introduce

- Introduce words related to countries, nationalities and languages by giving students examples:
 - (a) I am from **Myanmar**. I'm **Myanmar**. I speak **Myanmar**.
 - (b) I am from **the UK**. I am **Briton** / **British**. I speak **English**.

- Tell them that with some countries like Myanmar the same word is used to refer to the country, the people (its nationality) and the adjective form of the country. However, with such a country as the UK, different words are used to refer to the country, the people (its nationality) and the adjective form of the country.

Teacher Teaches & Students Practise

- Write the following sentences on the board. Ask students to fill the blanks in the given sentences and practise them in pairs.
 - (a) I come from _____.
I'm Myanmar and I love Myanmar food.
 - (b) He comes from China.
He is _____ and he likes Chinese food.
 - (c) She comes from Germany.
She is German. She loves _____ food.
 - (d) She comes from Japan.
She is _____ and she likes wearing Japanese costume.
- Ask them to do Vocabulary Exercise A and B and do peer correction with their friends sitting next to them.

Review

- Ask students to recall the names of some countries they have learnt, the nationalities of people living in the countries, the languages spoken in the countries, and if possible, ask some students to make sentences using the words they have learnt.

1C Grammar

Nouns in Apposition

Introduce

- Tell students that they will be learning about nouns in apposition. It is a grammatical construction in which

two elements normally nouns and noun phrases are placed side by side with one element serving to identify the other in a different way; the two elements are said to be in apposition. If possible, ask students to give you some example sentences. Check if they understand what noun phrases are.

Teacher Teaches & Students Practise

- Ask students to study the explanation given in the text (GRAMMAR, Nouns in Apposition section and look at the examples.)
 - (a) Tokyo, the capital of Japan, ...
 - (b) U Ba Kyi, the great Myanmar artist, ...
- Discuss the rules of Nouns in Apposition with them, asking them to note the uses of the comma and which words add extra information to which noun or pronoun.
- Ask them to spot the nouns in apposition in the sentences given in Exercise A and underline them.
- Check their ideas as a whole class, asking them to say which noun or noun phrase adds information to which noun or pronoun.
- Ask them to do Exercise B in order to use the structure they have learnt.

Review

- Ask students to review the use of nouns in apposition, referring to the following examples:
 - (a) Gold, a precious metal, is bright and yellow.
 - (b) Nehru, the first Prime Minister of India, died in 1964.
- If time permits, ask a few students to come up with some examples.
- Next, ask students to form into groups and to write sentences using nouns in apposition in their note books within 3 minutes. The group which gets the most correct sentences will be the winner.

1D Listening and Speaking

Listening

Introduce

- Tell students that they will be listening to a recording on the most widely-spoken languages in the world. Play the recording at least three times.

Teacher Teaches & Students Practise

- Before listening to the recording, ask students to look at the languages in the list in Exercise A. Then, ask them to listen to the recording carefully and tick the languages they hear.
- Ask them to read the sentences to be completed in Exercise B. While listening to the recording for the second time, guess the missing words in the given sentences.
- Ask them to listen to the recording for the third time and to note down the list of the most widely-spoken languages in the world to the least spoken.

Review

- Check the answers with students to see whether they could catch the specific information presented in the recording or not.

Speaking

Introduce

- Tell students that they will have to interview a friend about learning a foreign language.

Teacher Teaches & Students Practise

- Ask students to do Exercise D, interviewing a partner.
- Encourage them to think of how they will answer the questions provided individually for a while.
- Then, ask them to ask and answer the questions in pairs. Remind them to note down the response of their partner.

- For Exercise E, ask them to report the answers of their friend to the class.

Review

- Ask 2 or 3 pairs of students to come to the front of the class to demonstrate their interviews.
- Then, invite 2 or 3 more volunteers to report their partners' responses. If it is possible, ask the audience to note down what their friends present and compare their friends' ideas with theirs.

1E Writing

Introduce

- Tell students that they will have to write a short paragraph on Japan, referring to the points given. Tell them that it is an academic and formal writing.

Teacher Teaches & Students Practise

- Ask students to write a sentence for each point given and use sentence connectors to connect the information together so that readers can grasp the ideas easily.

Review

- Make sure that students can write a short paragraph on Japan. Give feedback as a whole class, pointing out common errors students make.

Unit 2: LITERATURE

Objectives

Students should be able to

- locate specific information from a reading passage.
- identify main genres of literature such as prose, poetry and drama and have better understanding of them.
- respond to questions appropriately.
- define words.
- make use of adjectival phrases correctly.
- use the present simple and present continuous tenses appropriately.
- look for missing information through interaction.
- give information about one's favourite author.

2A Reading

Introduce

- Ask students what they understand by the topic 'Literature'.
- Elicit responses from them. After listening to 3 or 4 students, explain to them what literature is, saying literature is a piece of writing that is valued as works of art, especially novels, plays and poems.
- They can also be asked to say how they feel after reading a piece of literature and a newspaper or a magazine. Make them experience the different tastes given by these different types of written works.
- Next, ask them brainstorming questions in the Pre-reading section. Encourage them to give the answers that are true for them.
- Then, invite volunteers to tell the class very briefly about a Myanmar story or an English story they have read.

Teacher Teaches & Students Practise

- First, teach students the correct pronunciation of the word 'literature' /'lɪtrətʃə(r)/. Ask them to note the consonant cluster /-tr/ in the middle position of the word. Remind them not to say /'lɪtəreitʃə(r)/.
- Ask them to read the passage silently for 10 minutes.
- Then, ask them what they have learnt about literature from the passage.
- Ask them to read the passage again and list the unfamiliar words they have come across and explain to them where necessary.
- Ask them what they know about literary works and literary figures described in the passage. Explain a little about these literary works and literary figures to students for general knowledge.

Literary works = ဂန္ထဝင်မြောက်စာပေများ

Literary figures = ဂန္ထဝင်မြောက်စာပေများ
ကို ရေးသားသော စာရေးဆရာများ

- Ask students to read the passage again and locate information from the passage by doing Exercise A and B of Section 2A.
- Then, ask them to locate specific details by answering the comprehension questions given in Exercise C. The purpose of Exercise A and B is for students to be able to choose the correct fact or information from the reading passage and write factually and grammatically correct sentences. The purpose of Exercise C is to check whether students understand what they have read or not and to give their own opinions and reasons. Before checking the answers of students, give them time to compare their answers with their friends. (**Note:** For Question No. 7 and 8, encourage students to give their opinions and reasons.)

Review

- Review the reading section by asking them some check-up questions such as 'What is your favourite genre / 'ʒɒnrə/ of literature (စာပေအမျိုးအစား); prose or poetry or drama?' and 'Why is it your favourite?'

2B Vocabulary

Defining Words

Introduce

- Before asking students to do Vocabulary Exercise A, ask students to study the words given carefully.

Teacher Teaches & Students Practise

- Ask students what the three main genres (types) of literature are and their sub genres (subtypes) they have learnt in the passage. If they have difficulties, lead the discussion until they understand.
- Then, ask students to do Vocabulary Exercise A, telling them to look for the meaning of each word given in the text and copy them, and do peer correction with their friends sitting next to them.

Review

- Ask students to tell you poetry and its subtypes and drama and its subtypes.
- Ask them what they think the subtypes of prose are. (e.g. novel, short story)

Learn to Define Words

Introduce

- Ask students whether they know the word 'define'. If they don't know, ask them what the term 'definition' means and when they usually define words or give definitions. Tell them that to make someone clearly understand the meaning of a word, a definition is usually given.

Teacher Teaches & Students Practise

- Explain to students what the terms 'define' and 'definition' mean. Tell them that a definition has 5 parts.
- Ask them to study the given examples carefully and point out the 5 parts of a definition in each example.
- Ask them to write a definition for easy words such as 'driver, student, teacher' and check their answers as a whole class.
- Ask them to do Exercise B and do peer correction with their friends sitting next to them. Then, check their answers.

Review

- Ask students whether they understand how to define words and ask them to tell you the 5 parts used in defining.
- Ask them to define some words and expressions to make sure they know how to define people and things.

2C Grammar

Adjectival Phrases

Introduce

- Tell students that they will be learning about adjectival phrases. Check if they understand what adjectival phrases are. Also check their understanding of the word 'phrase' too. Ask them the function of adjectival phrases. Elicit some examples of adjectival phrases from students.

Teacher Teaches & Students Practise

- Explain to students what an adjectival phrase is. Tell them that it is 'a phrase beginning with a preposition, or an -ing verb, or an -ed / -en verb'. It usually follows the noun it modifies. Next, ask them to look at the examples given in the box. If it is necessary, explain to them the position of one-word adjective that is found before the nouns it modifies too.

- Tell them to do Exercise A, and then, do peer correction with their friends sitting next to them. The purpose of Exercise A is for students to understand adjectival phrases, their function (to modify nouns) and position (after the noun they modify) in the sentence.

Review

- Ask students to provide you with some more examples of 'nouns + adjectival phrases'. For example, if a student gives the example 'flowers blooming in my garden', the student has to say that the adjectival phrase is 'blooming in my garden' and it modifies the noun 'flowers' that comes before it.

Present Simple and Present Continuous

Introduce

- Tell students that they will be learning about the present simple and the present continuous tenses and ask them the **forms** of the present simple and the present continuous tenses.
- Next, ask them whether they know the **uses** of these tenses. The purpose is to check their background knowledge about these two tenses.

Teacher Teaches & Students Practise

- Ask students to study the example sentences given to recall the forms and uses of the present simple and the present continuous tenses.
- Explain to them the uses and forms of 'the present simple and the present continuous tenses' in details.
- Ask them to do Exercise B and check their understanding of the forms of the two tenses by asking them to tell you the tense of the verb they have underlined in each sentence.
- Ask them to do Exercise C and check the answers with their friends sitting next to them.

- Ask them to discuss why they chose a particular tense if they have different answers.
- Check the answers with them as a whole class, asking them to say the tenses of the sentence that are correct first.
- Ask them to find the wrong sentences and ask them to give reasons why they are wrong and what the correct tenses should be. Do class discussion till they know what tense is used when.

Review

- Ask students to tell you the forms and the uses of two tenses.
- Ask them to construct sentences using the simple present tense to describe facts that are true, habitual actions and current situations, and the present continuous tense to describe activities that are happening now, temporary activities and planned future arrangements.

2D Listening and Speaking

Listening

Introduce

- Tell students that they will be hearing three people – Adam, Lucy and Tom, talking about literature and they have to listen carefully to recognize the speakers of the utterances given.

Teacher Teaches & Students Practise

- Ask students to study the given utterances in Exercise A before listening to the recording. When listening to the recording for the first time, tell them to pay attention to the view of each speaker on literature and write the names of the speakers next to utterances.
- Next, ask them to listen to the recording again to check the correct

speakers for the given utterances.

- Give them time to compare their answers with their friends before checking the answers with students.
- Play the recording for the third time, pausing where necessary to check the answers as a whole class.

Review

- Ask students to recall why three speakers study literature and ask the class whether they like studying literature – Myanmar or English or not and why.

Speaking

Introduce

- Tell students that they will be learning how to find out the missing information in the respective text through an interactive activity.

Teacher Teaches & Students Practise

- Ask students to do Exercise B in pairs and before starting the activity, give them time to study the respective texts to see where the information is missing. Tell them to learn the given questions first and next, tell them to ask and answer the questions given for each to complete the texts.

Review

- Ask a pair or two to read out the complete text and give comments so that other students can check whether they have completed the text with the correct information or not.

need to choose the author they know well as they have to present about him or her in detail.

Teacher Teaches & Students Practise

- Discuss the points given with students before they write about their favourite authors.
- Then, ask them to write about their favourite authors, using the points suggested.

Review

- Make sure that students know the format of a paragraph, explaining to them the paragraph structure. A paragraph starts with the topic sentence, followed by sentences for supporting details and finally ends with a concluding sentence.

2E Writing

Introduce

- Tell students that each of them will have to write a paragraph on his / her favourite author. Tell them that they

Unit 3: ZERO

Objectives

Students should be able to

- identify the Arabic and Roman numerals.
- explain the difference between the two types of numerals.
- explain the origin of zero and the use of zero.
- use expressions containing the word zero correctly.
- use the words related to zero in contexts.
- utilize different forms of words correctly.
- explain what subject and predicate mean and where they occur in a sentence.
- apply the correlative conjunctions, 'either ... or' and 'neither ... nor' in combining sentences.
- select necessary information from a talk.
- write a short paragraph on the importance of zero.

to briefly relate what each paragraph is about.

- Ask them to read the passage again and list the unfamiliar words they have come across and explain to them where necessary.
- When dealing with the reading passage, explain to them the omission of verb 'be' and the nature of parallel structure in the sentence 'The larger the number, the greater the trouble.'
- Ask them to read the passage to get the detailed information in the passage by doing Exercise A.
- Then, ask them to locate specific details by answering the comprehension questions given in Exercise B.
- The purpose of the exercises is to check whether students understand what they have read or not and to give them practice in writing factually and grammatically correct sentences. Before checking the answers of students, give them time to compare their answers with their friends. (**Note:** For Question No. 3 and 8 of Exercise B, encourage students to give their opinions and reasons.)

3A Reading

Introduce

- Introduce the lesson by asking students what they understand by the topic 'Zero' and what they think they will be learning in the lesson. After eliciting answers from students, explain to them that it is about zero that we use in writing number. Then, ask them to give examples where zero is used.
- Next, ask them brainstorming questions in the Pre-reading section. Encourage them to give the answers that they have thought of.

Teacher Teaches & Students Practise

- Ask students to read the passage silently for 10 minutes. Then, ask them

Review

- Ask students some check-up questions such as 'How many types of numbers are there?', 'What are they?' and 'Do you think zero is important? Why?'

3B Vocabulary

Words Related to Zero

Introduce

- When introducing the expression containing the word 'zero', elicit what students understand by the word 'zero'. Then, tell them that they will be learning expression containing zero.

Teacher Teaches & Students Practise

- After that, ask students to study the expressions given and their meanings. Ask them to rephrase the meanings in order to check whether they understand the meanings of the expressions or not. Ask them to choose a suitable expression for each sentence given in Exercise A and compare their answers with their friends.
- Ask them to explain the different forms of a word, giving them an example word 'examine.' The word 'examine' is a verb and it is used to express an action; 'examiner' is a noun used to refer to a person; 'examination' is also a noun but it doesn't refer to a person. It means 'a formal written, spoken or practical test'.
- Then, ask them to study the words given in the table in Exercise B and choose the correct word to complete each sentence. Ask them to do peer correction with their friends sitting next to them.

Review

- Ask students to tell you the expressions containing the word 'zero' that they have learnt. To check whether they know the word class of the words they have learnt, say out some words loud and ask them to provide you the nouns or the adjectives or the verbs of the words.

3C Grammar**Subject and Predicate****Introduce**

- Ask students what they understand by 'subject' and 'predicate' and to give you some examples. If they can't, give them some clues.

Teacher Teaches & Students Practise

- Explain to students that 'subject' is a noun or a pronoun or a noun phrase representing the person or thing that performs the action of the verb, about which something is stated or, in a passive sentence, that is affected by the action of the verb; and 'predicate' is a part of a sentence containing a verb that makes a statement about the subject of the verb. Also provide examples in explaining them.
- Ask them to divide the subject and the predicate in the given sentences, using slant lines and to identify the verb in the predicate. Give them time to compare their answers with their friends.

Review

- Ask students to identify the subject and the predicate in a few sentences and ask some students to come up with some example sentences of their own to separate out subjects and predicates.

Either ... or and Neither ... nor**Introduce**

- Ask students what they understand by the word 'conjunction'. Elicit answers from them and explain that it is a word that joins words, phrases, clauses or sentences. Ask them to give you some examples and tell them that they will be learning the correlative conjunctions 'either ... or' and 'neither ... nor.'
- Explain to them that a correlative conjunction is a type of conjunction that functions in a pair, with both words working together to balance words, phrases or clauses. Then, ask them when they use those conjunctions. Elicit examples from them.

Teacher Teaches & Students Practise

- Ask students to study the example sentences and compare the use of the correlative conjunctions 'either ... or' and 'neither ... nor'. Ask them to discuss what they have found. Then, explain to them that the correlative conjunction, 'either ... or' is used to show a choice of two things or to offer a choice between two things.
- The correlative conjunction, 'neither ... nor' means not one and not the other. It is used to negate both parts of a statement. It has a negative meaning.
- Tell them to note that the verb of a sentence that joins nouns in the subjects takes either a singular verb or a plural verb depending on the number of the noun that follows 'or' or 'nor'.
- Give them examples as in:
Either dye or **paints are** used to colour cloth./Either paints or **dye is** used to colour cloth.
Neither the driver nor the **passenger was** hurt. / Neither the driver nor the passengers were hurt.
- Next, ask students to do Exercise B combining the given sentences using correlative conjunctions 'either ... or' and 'neither ... nor'. When they have finished, ask them to do peer-checking with their friends.

Review

- Ask some students to tell the class the use of 'either ... or' and 'neither ... nor' and some to give you example sentences using them.

3D Listening and Speaking**Listening****Introduce**

- Ask students to name some inventors they know of. Then, ask them whether they know any women inventors.

After that, tell them that they will be listening to a talk on women inventors.

Teacher Teaches & Students Practise

- Ask students to read the sentences to be completed first. Then, ask them to listen to the recording carefully and complete the sentences in Exercise A. Play the recording at least three times.

Review

- Check the answers with students to see whether they could catch the detailed information of the talk.

Speaking**Introduce**

- Tell students that they will be talking about a person of their choice among three persons given in the text.

Teacher Teaches & Students Practise

- Ask students to study the information of three persons given in the table in Exercise B. Then, ask them to work in pairs, choosing a person and preparing to talk about the person they have chosen based on the given information and the questions.
- Next, ask them to work in pairs, talking about the person they have chosen. Tell them to use the questions given in the box.

Review

- Ask 2 or 3 students to present to the class the person they have chosen.

3E Writing**Introduce**

- Tell students that they will have to write a short paragraph on the importance of zero.

Teacher Teaches & Students Practise

- Ask students some questions related to the reading passage. Ask them to study the instruction for their writing task and write a short paragraph about ten sentences on the importance of zero, using the prompts given.

Review

- Ask students to work in pairs, swapping their paragraphs and do peer correction. Ask 1 or 2 of them to read out their paragraphs and give feedback on their strengths and weaknesses.

- For Question No. 1, help students with the following ideas.

e.g. I like flowers because they are beautiful and fragrant. / they have sweet smell.

I don't like flowers because I don't like the strong smell many flowers have. / I am allergic to some flowers.

- For Question No. 2, help students with the following ideas.

e.g. People use flowers to offer them to the Lord Buddha. / for decoration at different ceremonies or at home. / for medicinal uses.

POEM 1: DAFFODILS**Objectives****Students should be able to**

- capture the central idea of the poem.
- identify the meanings of the words in the poem.
- recite the poem with correct rhyme and rhythm.
- comprehend the meaning of each stanza.
- use words they have learnt in the poem in a new situation.
- write lines of verse using their own ideas.

Teacher Teaches & Students Practise

- Tell students that they are going to study a poem about a kind of flower.

Ask students to read the title of the poem. Teacher points out the correct pronunciation of the word 'daffodil' /'dæfədɪl/.

- Then, ask students to look at the picture of daffodils. Explain to them what daffodils are. They are golden yellow flowers with a long trumpet-shaped centre. They are mostly found in Northern Europe. They do not grow in Myanmar.

- Next, ask them to find out who the poet is. Teacher points out the correct pronunciation of William Wordsworth. /'wɪljəm 'wɜːdzwəθ/

- Then, tell students the general background about his life and his poem. William Wordsworth (1770 -1850) was born in England and was the son of a lawyer. His mother died when he was 7 and his father died when he was 13. Although he became an orphan, he did well at Hawkshead Grammar School — where he wrote his first poem — and went on studying at Cambridge University. After his graduation, he travelled to France. His experience in France just after

Introduce

- Introduce the lesson by asking pre-reading questions.
- Elicit names of some flowers from students. If it is necessary, provide the names of some common flowers: jasmine (စံပယ်), rose (နှင်းဆီ), star flower (ခရေ), mesua (ကွံ့ကော်ပန်း), gumkino flower (ပိတောက်ပန်း), tiger lady (သရင်ပန်း), lily (နှင်းပန်း), lotus (ကြာပန်း), gladiola (သစ္စာပန်း), aster (မေမြို့ပန်း), dahlia (ဒေါလီယာပန်း/ ထပ်တစ်ရာပန်း), orchid (သစ်ခွပန်း), etc.

Teacher Teaches & Students Practise

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the French Revolution reinforced his sympathy for common people and his belief in political freedom. In France, he fell in love with a French girl and they had a daughter. However, the declaration of war between England and France in 1793 separated them. He was forced to return to England. The separation left him with a sense of guilt for his beloved girl and he felt great loneliness. Later, he wrote poems about the scenery and people of the English countryside. He composed this poem when he recalled the scene of lovely daffodils that he saw while he was walking along a riverside.

- Ask students to find out how many stanzas there are in the poem and how many lines there are in each stanza. After listening to them, tell them that there are 2 stanzas in the poem and there are 6 lines in each stanza.
- Ask them what type of poem it is. Give them examples of Myanmar poems like ပျို့၊ လင်္ကာ၊ လေးချိုး၊ ခွေးချိုး. Explain to them that 'Daffodils' is a lyric poem, a poem in which the poet either expresses his feelings and emotions that could be turned into music.
- First, read the poem aloud with proper pause, stress, intonation and emotion as well as correct pronunciation. Ask students to listen carefully. If it is necessary, ask them to read the poem twice.
- Next, ask students to read the poem aloud. If it is necessary, ask them to read it again and correct their pronunciation. Encourage them to read it with proper pause, stress, intonation and emotion.
- Point out the rhyming words of the poem: **cloud** and **crowd**, hills and **daffodils**, **trees** and **breeze** in the

first stanza, **shine** and **line**, **way** and **bay**, **glance** and **dance** in the second stanza.

- After that, ask students to read the poem silently and slowly to understand the theme of the poem.
- Remind them to read the glossary and to note the words and phrases unknown to them. Make sure that they know the meanings of the words: **wander**, **host**, **flutter**, **stretch**, **glance**, **toss**, etc.
- Point out the contraction— **o'er** for **over** by giving some examples like **e'er** for **ever**, **isn't** for **is not**, etc.
- Ask students what the poet wrote about in the first stanza.
(Suggested answer: he wrote about when and where he found a large number of daffodils.)
- Ask them what the poet wrote about in the second stanza.
(Suggested answer: he wrote about what the daffodils look like and their lovely movement.)
- If necessary, tell them using the paraphrase given below:
First stanza: When he went for a walk, he felt like he was a cloud, floating above the hills and valleys below. Suddenly he saw a huge number of golden daffodils, right beside a lake and under some trees. They were swaying in the breeze.
Second stanza: There were so many daffodils that they looked like the stars in our galaxy. The daffodils formed a line that stretched around the bay. In one glance, he could see ten thousand of them. They looked like they were dancing.
- Ask students to answer the comprehension questions in pairs. While they are doing this exercise, go round the class to help them.

- Then, check the answers with them. Ask a pair of students to read out the answer for Question No.1 and ask them in which line they find the answer. Do the same procedure for Question No. 2 to 8. Give feedback and if it is necessary, write the answers on the board.
- Ask students whether they like the poem or not. Ask them reasons for their answers. Explain to them that it is a very lovely poem that describes the beauty of nature.
- (Optional activity) Ask them whether they know any Myanmar poem about flowers.
- For Question No. 9, ask them to read the 4th, 5th and 6th lines of the first stanza of the poem.
- Tell them to work in groups of 4 or 5 and think of a flower they like and compose a three-line verse about it, substituting the 4th, 5th and 6th lines of the first stanza.
- Write the sample verse on the board to help them get the idea.
- Ask students to post their verse on the walls or any suitable place and ask the whole class to go round reading the works of others. Ask students to vote for the best verse.

Review

- Ask students some check-up questions such as 'Who wrote the poem?', 'Where does the flower grow?', 'What colour is the flower?' and 'What the rhyming words are?'

Unit 4: PAINTING

Objectives

Students should be able to

- identify the main ideas of the text and take notes.
- give their opinions on certain issues.
- interpret the meanings of prefixes and make use of them appropriately.
- expand vocabulary through practice.
- determine the meaning of vocabulary, using contextual clues.
- identify participial phrases in sentences and construct sentences containing participial phrases.
- use past simple and past continuous appropriately.
- select main ideas from a talk.
- respond to questions appropriately.
- describe a painting one likes.

4A Reading

Introduce

- Ask students what they understand by the topic, 'Painting'. After listening to 2 or 3 students, explain to them that the word 'painting' has three different definitions.

Painting (n): 1. the act of putting paint onto the surface of objects, walls, etc. (အိမ်နံရံများ၊ ပစ္စည်းများဆေးသုတ်ခြင်း);
2. the act or art of using paint to produce pictures (ပန်းချီဆွဲခြင်းအနုပညာ);
and 3. a picture that has been painted. (ပန်းချီကား)

- Next, ask them to have a look at the pictures in the text and to guess which of the above mentioned meaning they

think will be dealt with in the reading passage.

- Then, ask them brainstorming questions in the Pre-reading section. Encourage them to give answers that are true for them. (**Note:** For Question No. 1, make sure they know the difference between drawing and painting. If necessary, explain that **drawings** are generally created with a pencil, pen, charcoal, or crayon and paper. Painting uses paint brushes, paint and canvas, etc.)

Teacher Teaches & Students Practise

- Ask students to read the passage silently for 10 minutes. Tell them to list the unfamiliar words they have come across.
- Next, ask a few of them to read out the first paragraph.
- Point out the correct pronunciation for some words such as Palaeolithic /ˌpælɪəˈlɪθɪk/, Tempera /ˈtempərə/, mural /ˈmjʊərəl/, Graffiti /ˈgræˈfiːti/, etc.
- Then, explain to them the unfamiliar words where necessary.
- After reading the first paragraph, ask the whole class what the main idea of it is. Follow the same procedure for the other paragraphs. If it is necessary, tell them the meanings of the five major types of painting in Myanmar as in: mural painting (နံရံဆေးရေးပန်းချီ), fresco painting (အင်္ဂတေပန်းချီ), portraits (လူပုံတူ), abstract expressionism (စိတ္တဇပန်းချီ) and cubism (ကျီဩမေတြီပုံများဖြင့် ပုံဖော်သော ပန်းချီ).
- When dealing with the reading passage, in line 25, a phrase 'simply put' is used in the sentence 'Simply put, it is a kind of painting without recognizable images.'

Simply put (phrase) = 'described in basic terms,' or 'stated in simple language,' or, 'as an easy definition'.

It can be used to introduce an explanation or statement that might not be 100% correct or describe every detail, but conveys the basic idea.

- Simply put (ရိုးရိုးပြောရလျှင်) ကို line 25 တွင် သုံးခြင်းမှာ abstract expressionism (စိတ္တဇပန်းချီ)ကို ရှင်းပြရာတွင် ပန်းချီဆရာက မည်သည့်ပုံကို ရေးဆွဲသည်ဟု အတိအကျ ပြောဆိုရန် ခက်ခဲသဖြင့် ရိုးရိုးပြောရလျှင် စိတ္တဇပန်းချီ ဆိုသည်မှာ ပန်းချီဆရာ၏ စိတ်ဓရာအတိုင်း ဆွဲထားသော ပုံဖမ်းရန် ခက်ခဲသော မည်သည့်ပုံဟု မသိနိုင်သော ပုံမျိုး ကို ရေးဆွဲခြင်းဖြစ်သည်ဟု ဆိုလိုခြင်းဖြစ်သည်။
- Ask students to identify the main ideas of the passage while they are reading the text.
- Then, ask them to locate specific details by answering the comprehension questions given in A, B and C. (**Note:** For Question No. 8 and 9 of Exercise B, encourage them to give their opinions and reasons.) The purpose of Exercise C is for them to be able to take notes on the information of different types of painting. Before checking the answers, give them time to compare their answers with their friends.

Review

- Review the reading section by asking students some check-up questions such as 'How many kinds of painting have you read about? What are they?' and 'What type of painting is the easiest for you?'

4B Vocabulary

Words Related to Painting

Introduce

- Before introducing the words related to painting, write the following pair of sentences on the board.
(a) Do your homework.
(b) Make your homework.

- Then, ask them which sentence is correct. After listening to 2 or 3 students, explain to them that some words seem to have the same meaning, but their usages are different. Tell them that some words can appear together but some cannot.

Teacher Teaches & Students Practise

- Explain to students that in the two sentences, the word 'do' can be used with homework, housework, etc. However, the word 'make' cannot be used with homework, housework, etc. and it can be used with clothes, cakes, etc.
- Ask them to read the instruction of Exercise A and make sure they know what they are required to do. Explain to them that two words from the reading text are given to complete a pair of sentences. They need to decide which word is suitable for each sentence. Moreover, they need to change the given words into the correct form according to the context.
- Then, ask students to do Vocabulary Exercise A, and do peer correction with their friends sitting next to them. If it is necessary, check the answers with them.

Review

- Ask students to recall the words they have learnt in this exercise and to make sure they can use them appropriately, ask them to construct sentences with the words they have learnt.
- Ask them to think of more words related to painting and write them on the board. Then, form students into groups and ask each group to choose a word and construct a sentence. When checking their sentences, ask one student from each group to write the sentence they have constructed

on the board. Ask the other groups whether they think the sentence is right or wrong. Teacher can conduct this activity as a competition.

Prefixes

Introduce

- When introducing the topic 'prefixes', first, elicit what students understand by the word 'prefix' and ask them to give you some examples of prefix.

Teacher Teaches & Students Practise

- Give students some examples of words containing prefixes and explain to them that prefixes are 'letters or group of letters added to the beginning of a word to change its meaning'.
- Then, write the words 'disappear' and 'unhappy' on the board. Ask them to identify the root words and the prefixes of the words. Point out that the meaning of each word has changed in the two words when prefixes are added.
- Then, ask them to do Vocabulary Exercise B and C.
- Then, check the answers with them.
- Next, ask them to do Exercise D. Tell them that when completing the sentences, in addition to adding the appropriate prefixes, they also need to use the appropriate tense and form of each word. When they have finished, ask them to do peer correction with their friends sitting next to them. If necessary, check the answers with them.

Review

- Ask students to recall the prefixes they have learnt and then, think of some more prefixes they know and to give some examples of words containing prefixes.

4C Grammar

Participial Phrases

Introduce

- Tell students that they will be learning the use of participial phrases which begins with an -ing or -ed / -en form of a verb. Write the words 'throw, threw, thrown, throwing' on the board and ask them to identify which one is the present simple, past simple, past participle and present participle. Then, make sure that they know what participles are.
- Next, ask them what a phrase is. Write on the board 'Muyar cried throwing pebbles into the lake.' Ask them to identify the participial phrase in the given sentence.

Teacher Teaches & Students Practise

- Explain to students that 'throwing pebbles into the lake' is the participial phrase as it contains a present participle and it functions as a phrase. Tell them that each participial phrase modifies a noun. In the given example, the participial phrase 'throwing pebbles into the lake' modifies the noun 'Muyar'.
- Ask students to do Exercise A and do peer correction with their friends sitting next to them. If necessary check the answers with them.

Review

- Make sure students know what participial phrases are and ask them to write a sentence each, which contains a participial phrase.

Past Simple and Past Continuous

Introduce

- Tell students that they will be studying the use of the past simple and the past continuous tenses. Ask one of

the students 'When did you leave home this morning?' Then, write his answer on the board. (e.g. 'I left home at 8:00 o'clock this morning.') Then, ask him again 'What was your mother doing when you left home?' Write his answer on the whiteboard. (e.g. 'When I left home, my mother was sweeping the floor'.)

- Ask the whole class which sentence is in the simple past tense and which sentence is in the past continuous tense.

Teacher Teaches & Students Practise

- Explain to students the **forms** and **uses** of the past simple and the past continuous tenses. Point out some prominent clues that denote the use of past simple and past continuous.
- Teach them how to make affirmative, negative and interrogative sentences, using the past simple and the past continuous tenses.
- Ask them to do Exercise B and C and do peer correction with their friends sitting next to them. If it is necessary, check the answers with them.

Review

- Ask students the forms of the simple past and the past continuous tenses and when they are used.
- Next, ask them to write a sentence each using the simple past tense and the past continuous tense which is true for them.
- Then, ask 2 or 3 students to read out their sentences to the class and give feedback where necessary.

4D Listening and Speaking

Listening

Introduce

- Tell students that they will be listening to a talk on 'the benefits of taking up hobbies'. Elicit from them what they understand by the phrasal verb 'take up'. Tell them that 'it means you give your time and energy to do something you are interested in'.

Teacher Teaches & Students Practise

- Ask students to read the sentences (1-8) of Exercise A to be completed before listening to the recording.
- Then, ask them to listen to the recording carefully and complete the sentences. Play the recording at least three times.

Review

- Check the answers with students to see whether they could catch what the speaker says in the talk.

Speaking

Introduce

- Tell students that they will be learning about street art and street artists, and exchanging information they have read from the given texts.

Teacher Teaches & Students Practise

- Divide the class into two groups: A and B. Explain the procedure of the task to them. Firstly, all As have to read Text A and all Bs have to read Text B.
- Secondly, each pair will be formed with an A and a B.
- Finally, student A asks questions given under Text A and student B answers the questions. Then, student B asks questions given under Text B

and student A answers them. Each has to give answers based on the information given in the texts they have read.

Review

- Ask 2 or 3 pairs of students to come to the front of the class to demonstrate their dialogues.

4E Writing

Introduce

- Tell students that they will be learning how to define people, things, animals or places. Let them study the examples given to understand how to define people, things, animals and places.

Teacher Teaches & Students Practise

- Explain to students that when they define people, things, animals and places, they have to use 'who' for people, 'which' for objects or animals, and 'where' for places. Point out the fact that if the subject is a singular noun, the sentence must take a singular verb.
- Tell them to do Exercise A. Remind them that they have to choose the correct definition given on the right first. Secondly, they need to add 'a person who', 'an animal which' / 'a thing which' or 'a place where' in the correct place in each sentence.

Review

- Ask students to recall how people, things, animals and places can be defined.
- Then, ask them to think of a person, an animal and a place and to make their own sentences. Then, ask 2 or 3 students to read out their sentences and give feedback.

Writing

Introduce

- Tell students that they will have to write a paragraph on the painting they like. Ask some questions like 'Where do you usually see paintings?' Give them some clues: in the assembly hall, in the class, at your home, at a restaurant or at an office?, etc.

Teacher Teaches & Students Practise

- Ask students to read the instruction of Exercise B first. Then, elicit from them some adjectives, nouns and verbs related to paintings. Tell them to think of a painting they like and describe it by answering the questions given, using the words related to paintings. When they are writing, teacher should go round the class and help them.

Review

- Make sure that students know how to describe their favourite painting. If it is possible, ask 1 or 2 students to read out their paragraphs and give feedback on their strengths and weaknesses.

Unit 5: TRAINS

Objectives

Students should be able to

- identify the main ideas of the passage.
- compare trains invented earlier and trains currently in use.
- make use of adjectives with '-friendly'.
- apply words from the text appropriately.
- use 'used to' correctly.
- contrast the use of the present perfect and the present perfect continuous tenses.
- seek and give personal views.
- write a short paragraph on the means of transport one likes best.

5A Reading

Introduce

- Ask students what they know about trains. After that ask 2 or 3 students to tell the class what they know.
- Next, ask them to answer the pre-reading questions, giving their own views.

Teacher Teaches & Students Practise

- Ask students to read the passage silently for 10 minutes. Tell them to read the passage again and list the unfamiliar words they have come across and explain to them where necessary.
- When they have read aloud each paragraph, correct the pronunciation of words that they mispronounce.
- After they have read all paragraphs aloud, ask students to do comprehension Exercise A. When they have finished, check their answers. Before checking the answers, give them time to compare their answers with their friends.

- Next, ask them to do Exercise B. Tell them to note that they are required to give short answers only.
- When they have finished, check whether they have got the correct answers or not by asking 2 or 3 students to read out their answers loud.
- Then, ask them to do Exercise C. Tell students that these questions require students to give full sentence answers. (**Note:** For Question 9 and 10, tell them to give answers that are true for them and to compare their answers with their friends.)

Review

- Ask students some check-up questions such as 'Would you like to travel by skytrain?', 'What is the latest kind of train?' and 'How fast can it travel?'

5B Vocabulary

Words from the Text

Introduce

- Tell students that they will be learning about some vocabulary in the reading passage.

Teacher Teaches & Students Practise

- First, ask students to study the meaning of the words in the given table and do Exercise A, which requires them to complete the sentences in which some words are left out.
- Tell them to choose the appropriate words, using the contextual clues, that is, the words and expressions in each sentence.
- Remind them to use the correct number (singular or plural), tenses and parts of speech (nouns / verbs / adjectives / adverbs) of the words in the given table.
- Check their answers by asking individual students to read out their answers loud or as a whole class.

Review

- Ask students to recall the new words they have learnt in the Vocabulary section and ask them to make sentences of their own using them.

Adjectives with '-friendly'

Introduce

- Tell students that they will be learning adjectives with the word '-friendly'.

Teacher Teaches & Students Practise

- Ask students to find the word 'eco-friendly' in the last paragraph of the passage first, and then, to guess the meaning of the word.
- After listening to the guesses, ask them to do Vocabulary Exercise B by asking them to look at the definitions (a-e) and match them with expressions containing '-friendly' (1-5). Students will have to look at the remaining words and their definitions in the table. Add some more examples for each word given in the table.
- After that, ask them to continue doing the exercise. If necessary, provide explanation in Myanmar as in:

eco-friendly	= သဘာဝပတ်ဝန်းကျင်ကို အန္တရာယ် မဖြစ်စေနိုင်သော
user-friendly	= သုံးစွဲရလွယ်ကူသော
child-friendly	= ကလေးသူငယ်များအတွက် အဖက်ဖက်မှ ပြည့်စုံသော
ozone-friendly	= အိုဇုန်းလွှာကို ပျက်စီးစေသည့် အရာမပါသော
guest-friendly	= ဧည့်သည်များအတွက် အလွယ်တကူအသုံးပြုနိုင်သော

Review

- Ask students to make sentences of their own using adjectives with '-friendly'

5C Grammar

Used to

Introduce

- Tell students that 'used to' is used to talk about something which was repeatedly done in the past but not done any more now.

Teacher Teaches & Students Practise

- Ask students to read the example sentences and the explanation of the expression 'used to'. Ask them to have a look at the example sentences given in the textbook and study the structures of 'used to' as follows:

Affirmative:

used to + verb (Simple Form)

Negative:

did not use to + verb (Simple Form) and

Question:

did + Subj + use to + verb

(Simple Form) ...?

- Ask them to do Exercise A and when they have finished, check their answers by asking some students to read out the answers to the class and then, give feedback on their answers.

Review

- Ask 2 or 3 students what they used to do and what they didn't use to do.

Present Perfect and Present Perfect Continuous

Introduce

- Ask students what tenses they have studied in their lower grades. Next, ask them if they have studied the present perfect and the present perfect continuous tenses. Make sure that they know forms of the two tenses and when they are used.

Teacher Teaches & Students Practise

- Ask students to study the example sentences and the explanation of the present perfect tense.
- Ask when / in what situations the present perfect tense is used. Remind them that the present perfect tense is used to speak or write about completion of the activity, experience, and continuity of an activity. Then, ask them to tell you the situations in which the present perfect continuous tense is used and ask them to give examples.
- Next, ask them to study the 'Note' where verbs, suggesting continuity are given.
- Before asking students to do Exercise B, ask them to recall the forms of the present perfect and the present perfect continuous tenses for affirmative sentences, negative sentences and questions. Then, ask them to do Exercise B.
- When they have done the exercise, ask some students to write their answers on the board. Give feedback on the answers.

Review

- Make sure students know when to use each tense and the difference between the two tenses by asking them the forms of two tenses, how they differ, and when they are used.

5D Listening and Speaking

Listening

Introduce

- Tell students that they are going to listen to a travel agent, giving advice on how to choose the right means of transport.

Teacher Teaches & Students Practise

- Ask students to read the sentences given in Exercise A first.
- Then, ask them to listen to the recording carefully and complete the sentences. Play the recording at least three times.

Review

- Check their answers and see whether they could catch the meaning of what the travel agent said.

Speaking**Introduce**

- Ask students to read the given expressions (a-e) in Exercise B and tell them that they are common expressions used in giving and seeking personal views.

Teacher Teaches & Students Practise

- Ask students to study the dialogue given and fill in the blanks with the expressions they have just learnt. Students read the dialogue and try to fill in the blanks with the correct expressions.
- After filling in the blanks, check students' answers.
- Next, ask them to practise the dialogue in pairs.
- Choose one pair to practise the dialogue as a model. Check the pauses and intonation of them.
- To give students a chance to use the expressions given in the table that can be used in giving and seeking personal views, ask them to do Exercise C in pairs. While they are doing the activity, go round the class and see whether they can use the language properly or not.

Review

- Ask students what language expressions are used when they give their personal views and what they say in seeking personal views.

5E Writing**Introduce**

- Tell students that they have to write a short paragraph on the means of transport they like best.

Teacher Teaches & Students Practise

- Ask students what other means of transport they can think of, in addition to trains, planes, ships.
- Then, ask them to read the instruction and tell them that they will have to include the points given.

Review

- Make sure that students know as many means of transport as possible. And also make sure that they can give sound reasons for their favourite means of transport.

Unit 6: THE PRODIGAL SON

Objectives

Students should be able to

- identify specific information from a reading passage.
- identify references in a reading passage.
- guess the meaning or unknown words from the context.
- respond to questions appropriately.
- use phrasal verb with 'run'.
- use words and expressions related to 'say' and 'tell'.
- recognize the temporal (time) and spatial (space) shift in reported utterances.
- convert utterances from Direct Speech to Reported Speech.
- identify specific information from a story.
- create their own story.

6A Reading

Introduce

- Ask students brainstorming questions in the Pre-reading section. Encourage them to give the answers that are true for them.

Teacher Teaches & Students Practise

- Ask students what they understand by the word 'prodigal' in the title and what kind of son a prodigal son is. After listening to 3 or 4 students, ask them to read the first five lines, let them check the meaning of the word 'prodigal' and guess who could be the prodigal son, Dan or Ben. They can say either Dan or Ben. Accept any answer they give for the time being.
- Ask them to continue reading the story up to the end. After reading the whole story, ask them who could be

the prodigal son out of the two. Elicit some key words or ideas they use to get the answer.

- Ask them to read the passage again and list the unfamiliar words they have come across and help them guess the words from the context. For example, the word 'inheritance' (line 6)
ဒီစကားလုံးတွေရဲ့ ပတ်ဝန်းကျင်မှာရှိတဲ့ အခြား စကားလုံးတွေ ('give me my share' 'to go to a distant land and lead an independent life') ပေါ်မှာမူတည်ပြီး အဓိပ္ပာယ်ကို ခန့်မှန်းကြည့်ရန် လေ့ကျင့်ပေးပါ။
- Next, ask them to identify specific information in the reading passage by doing Exercise A.
- Then, ask them to locate specific details by answering the comprehension questions given in Exercise B. The purpose of Exercise B is to check whether students understand what they have read or not and to give them practice in writing factually and grammatically correct sentences. Before checking the answers of students, give them time to compare their answers with their friends. (**Note:** For Question No. 9 and 10, encourage students to give their opinions and reasons.)

Review

- Ask students some check-up questions such as 'What is the meaning of the word *prodigal*?', 'What is the story about?' and 'Do you like the story? Why?'

6B Vocabulary

Phrasal Verbs with 'Run'

Introduce

- Draw the attention of students to the phrasal verb 'ran out' in line 15 and ask them to guess its meaning.

Teacher Teaches & Students Practise

- Elicit some other prepositions that can be used with 'run'. Ask them to study the phrasal verbs (run + preposition) and their meanings and to do the exercise that follows. Remind them that in completing the sentences in Exercise A, in addition to choosing the appropriate phrasal verbs, they must also choose the correct tenses and forms of the phrasal verbs according to the contexts.
- Next, ask them to peer-check. Then, give feedback to students.

Review

- Ask students to recall the phrasal verbs with 'run' they have learnt. Make sure they know the meaning by asking some students to tell you their meanings either in Myanmar or in English.

'Say' and 'Tell'**Introduce**

- Ask students to study the pointers and examples of the verbs, 'say' and 'tell'. If it is necessary, give them more examples.

Teacher Teaches & Students Practise

- Ask students to do Exercise B. Remind them that in completing the sentences, in addition to choosing 'say' or 'tell', they are also required to use the correct tenses and forms of the verbs.
- Ask them to peer-check their answers first and if necessary, provide them the correct answers with explanations.

Review

- Ask students to tell you the different uses of 'say' and 'tell' and to construct a sentence each, using the two verbs.

6C Grammar**Reported Speech****Introduce**

- Ask students "What did Ben tell his father to give him?" They might answer "Ben told his father to give him his share of the inheritance."
- Write the sentence "Ben told his father to give him his share of the inheritance." on the board and ask them to compare it with what Ben directly said to his father in line 6. Ask them the changes they have to make in answering the question.

Teacher Teaches & Students Practise

- Explain the rules of reported speech to students. Tell them that reported speech is an act of reporting something that was said. So, no quotation marks are used. Tell them that they need to change the verb forms.
- If the reporting verb (the main verb of the sentence, e.g. said) is in the past, the verb in the reported clause will usually be in any past form.
- But the present tense is retained when the reported sentence deals with a general truth.
- Also tell them that they need to change the pronouns in the direct speech to the pronouns related to the persons involved in the conversation.
- Explain to them that they need to change certain expressions related to time and space. Also point out different conjunctions to be used in statements, questions, and commands and requests.
- Then, explain to them how statements are changed into the reported speech, using the examples given and ask them to do Exercise A.
- After that, explain to them how questions are changed into the reported speech, using the examples given and ask them to do Exercise B.

- Also explain to them how commands and requests are changed into the reported speech, using the examples given and ask them to do Exercise C. Ask them to study the second example.

* Grandmother **said**, "Please bring me a glass of water."

* Grandmother **asked** me to bring her a glass of water."

Tell them that although the reporting verb 'said' is used in the direct speech, the reason for Grandmother saying "Please bring me a glass of water" is that she asked or requested the addressee to bring her a glass of water. Therefore, 'asked' or 'requested' can be used as the reporting verb of the reported speech.

- Also tell them that if the addressee is not mentioned in the direct speech, in changing the sentence into the reported speech, the first person pronoun is usually used as the addressee. Therefore, as the reporting verbs 'asked' and 'requested' usually take an object, the addressee 'me' is added.
- Ask them to peer-check and give feedback later on.

Review

- Ask students how tenses, pronouns and expressions of time and space are changed when changing sentences in direct speech to reported speech.
- Next, ask them to write a sentence each about themselves.
- Then, invite two volunteers and ask one of them to read out his / her sentence to another student. Ask the other student to report what the previous student said to the class. Continue this with more pairs. Give them examples.

Shun Lei: I understand the lesson very well.

Tay Za: Shun Lei said (told me) that she understood the lesson very well.

6D Listening and Speaking

Listening

Introduce

- Tell students that they will be listening to a story about two famous people.

Teacher Teaches & Students Practise

- Before listening to the recording, ask students to read the sentences in Exercise A. Then, ask them to listen to the recording carefully and say whether the statements are True (T) or False (F). Play the recording at least three times.

Review

- Check the answers with students, asking them to give reasons for their answers to see whether they understood the events and information in the recording.

Speaking

Introduce

- Tell students that they will be learning how to report what someone said to others.

Teacher Teaches & Students Practise

- Ask students to work in pairs and ask each one in the pair to say the sentences in Exercise B and the other to report what his / her partner has said.
- Next, ask them to do Exercise C. Ask them to write three sentences (a statement, a question and a command / a request). In pairs, practise using the reported speech as in Exercise B.

Review

- Ask 2 or 3 pairs of students to come to the front of the class to demonstrate their sentences.

6E Writing**Introduce**

- Tell students that they will have to write a simple story.

Teacher Teaches & Students Practise

- Tell students that the story they will be writing can be a true or an imaginary one. Ask them which tenses they will use to write a story.
- Remind them to think of the characters or people involved in the story, specific background of the story (i.e. the time and place the story took place) and events in the story. Remind them to give a suitable title to their story. Ask them to use the prompts given.

Review

- Make sure that students include all the prompts suggested. Ask them to swap their written works and give feedback to each other.
- Next, ask a few of them to read out their stories to the class. If time permits, check the stories of some students and give feedback to the class, pointing out their strengths as well as weaknesses.

POEM 2: THE BLIND BOY**Objectives****Students should be able to**

- capture the central idea of the poem.
- identify the meanings of the words in the poem.
- recite the poem with correct rhyme and rhythm.
- comprehend the meaning of each stanza.
- respond to the questions appropriately after reading the poem.

Introduce

- Introduce the lesson by asking pre-reading questions. Give them suggested answers if they do not have ideas.

For Question No. 1.

e.g. I met a blind man with a walking stick in the market yesterday.

For Question No. 2

e.g. I feel sad when I see such blind people because they cannot enjoy the beauty of nature.

For Question No. 3

e.g. I think blind people would like to see their own faces most if they could see.

Teacher Teaches & Students Practise

- Ask students to look at the picture and ask them to describe it. Help them with the following ideas:
 - what the man is wearing
 - what he is doing
 - why he is wearing sunglasses
- Tell them that they are going to study a poem about a person who is blind. Ask them to read the title of the poem. Point out the correct pronunciation of the word 'blind' /blaɪnd/ and 'boy' /bɔɪ/.

- Next, ask them to find out who the poet is. Point out the correct pronunciation of 'Colley Cibber' /'kɒli 'sɪbə/.
- Then, tell students the general background about his life and his poem. Colley Cibber (1671-1757) was born in England and was the son of a Danish-born English sculptor known for his architectural and garden sculpture. He was an actor, theatre manager, playwright and poet. He was also a poet laureate of England, a person who was officially chosen to write poetry for the country's important occasions.
- Ask students to find out how many stanzas there are in the poem and how many lines there are in each stanza. After listening to them, tell them that there are 5 stanzas in the poem and there are 4 lines in each stanza.
- First, read the poem aloud with proper pause, stress, intonation and emotion as well as correct pronunciation. Ask students to listen carefully. If it is necessary, read the poem twice.
- Next, ask students to read the poem aloud. If it is necessary, ask them to read it again and correct their pronunciation. Encourage them to read it with proper pause, stress, intonation and emotion.
- Point out the rhyming words of the poem: **Light** and **sight**, **enjoy** and **boy** in the first stanza, **see** and **he**, **bright** and **night** in the second stanza, **make** and **awake**, **play** and **day** in the third stanza, and **woe** and **know** in the fourth stanza, and **destroy** and **boy** in the fifth stanza.
- After that, ask students to read the poem silently and slowly to understand the theme of the poem.
- Remind them to read the glossary and to note the words and phrases unknown to them. Make sure that they know the meanings of the words: **blessings**, **mourn**, **sigh**, **hapless**, **woe**, **wondrous**, etc.
- Point out the contraction– **ne'er** for **never**, and **whene'er** for **whenever** by giving some examples like **e'er** for **ever**, **isn't** for **is not**, etc.
- Ask students what the first stanza is about.
(Suggested answer: It is about his life as a blind person who has not seen the light and advantages of being able to see.)
- Ask them what the poet wrote about in the second stanza.
(Suggested answer: He wrote about what he knows about the sun.)
- Ask them what the poet wrote about in the third stanza.
(Suggested answer: He wrote about the difference between day and night for him.)
- Ask them what the poet wrote about in the fourth stanza.
(Suggested answer: He wrote about how he bore a loss (of his eyesight) although other people felt pity for him.)
- Ask them what the poet wrote about in the fifth stanza.
(Suggested answer: He wrote about how he encourages himself to be cheerful.)
- If it is necessary, tell them using the paraphrase given below:
First stanza: The speaker in the poem is a blind boy. He asks others to help him understand what is 'light' which he has often heard others saying. He can never enjoy 'light' and all those blessings which light has.
Second stanza: The blind boy says people often talk of wondrous things which they see with their eyes. The people often say that the sun shines brightly. However he can only feel it (which is warm). But he wonders how the sun can make day or night. The lines express a blind person's unfamiliarity with the day and night as everything is dark for him.
Third stanza: Unlike others, he

himself makes his day and night. When he sleeps, it is night for him and whenever he awakes and plays, it is his day. The day never goes away until he keeps awake or playing.

Fourth stanza: He feels quite sorrowful and grieved when he listens to the cries of others for his miserable condition. It is through their mourns that he comes to know that he is miserable. According to him, he has patience and hence will be able to bear a loss (of his eyesight) which he can never imagine as he has never seen light or the world.

Fifth stanza: He requests others not to destroy his happiness by talking and mourning about something which he can never have, (i.e. eyesight). He asks them to let him sing as he is a king of his little world though in reality he is just 'a poor blind boy'.

- Ask students to answer the comprehension questions in pairs. Encourage them to discuss with one another. While they are doing this exercise, go round the class to help them.
- Then, check the answers with them. Ask a pair of students to read out the answer for Question No.1 and ask them from which line they find the answer. Do the same procedure for Question No. 2 to 8. For Question No. 9, encourage them to give their own answer. Give feedback and if it is necessary, write the answers on the board.

Review

- Ask students some check-up questions such as 'Who wrote the poem? What is the poem about? How does the boy encourage himself in spite of his pitiful life? What are the rhyming words?', etc.
- Ask them to recite the poem and give feedback on their pronunciation, stress, rhythm and intonation.

Unit 7: TYPICAL MYANMAR SNACKS

Objectives

Students should be able to

- talk about what some Myanmar snacks are, how they are made and why they are popular.
- find specific information from a reading text.
- use adjectives that are formed by adding various suffixes.
- distinguish between the active and the passive voice in sentences.
- change sentences from the active voice to the passive voice.
- use the passive form to describe a process.
- respond to expressions of pleasure, surprise and sympathy.
- create their own snacks and present about them.

7A Reading

Introduce

- Ask students brainstorming questions to check their prior knowledge about having meals, and snacking. Ask them to tell you Myanmar snacks they know.
- Ask them to think of reasons for snacking to arouse their interest on the reading passage.
- Let them do self-analysis and share their ideas by talking about their favourite Myanmar snack.

Teacher Teaches & Students Practise

- Arouse students' interest in the reading passage by asking pre-reading questions.
- Set a time and let them read the passage silently. Let them skim the text first and then, ask them how many Myanmar snacks are mentioned in the passage, what they are and what they are made from.

- To have active reading, ask them to do Exercise A. Ask them to find the words in bold in the passage that have the same meaning as the given phrases. Elicit ideas from them so that they can guess the meaning of the words from the context. For example, to guess the meaning of the word 'aromatic', such words and phrases as 'supplemented with spices and seasoning' will be the clues.
- Tell them to check the answers with their friends first and then, as a whole class.
- Let them do Exercise B in pairs. Tell them to read the sentences first and complete the blanks with the words from Exercise A.
- When checking the answers, focus on the form (noun, verb or adjective) and pronunciation of the words so that learning of new vocabulary will be meaningful.
- Set a time for them to do Exercise C. They will have to write full-sentences in answering the questions. Let them scan the text to find the specific information in the text. To answer questions 8, 9 and 10, ask them to give answers that are true for them.

Review

- Ask students to recall the Myanmar snacks they have learnt in the reading passage and randomly ask them some check-up questions such as what each kind of snack is made from, how it is made and when we usually eat it.
- Ask them if they like the snacks mentioned in the passage, why they like these, why they do not like them or if they would like to make these by themselves.
- Ask them to think of some more Myanmar snacks, what they are made from, and how they are made.

7B Vocabulary

Adjective-forming suffixes

Introduce

- Write some nouns like book, girl and food on the board. Tell students that when we describe things, places or persons, we use adjectives by giving examples such as 'interesting book', 'beautiful girl' and 'traditional food'.
- Ask them to think of the origin or the root of the adjectives. Tell them that many adjectives can be formed by adding suffixes to a root word which is either a verb or a noun.

Teacher Teaches & Students Practise

- Tell students to study the table in Exercise A. Explain to them that 'tradition' is a root word and it is a noun. If the suffix '-al' is added to it, we get the word 'traditional' which is an adjective. Then, ask them to fill up the spaces given with appropriate adjectives.
- Ask them to do Exercise B. Tell them to read the sentences carefully so that they can guess the appropriate adjectives to be filled in the blanks. Ask them why they chose a particular adjective for each blank.

Review

- Review the lesson by asking students to say the adjectives for the root words like 'inform', 'joy', 'mind', 'pay', 'renew', etc.

7C Grammar

The Active Voice and the Passive Voice

Introduce

- Write two sentences on the board. Daw Lay cleans the kitchen every Sunday.

The kitchen is cleaned by Daw Lay every Sunday.

- Ask students to identify the verbs in the sentences and say the difference between these verbs (cleans and is cleaned).
- Ask them who does the action and what is significant about the form of the verb in each sentence.

Teacher Teaches & Students Practise

- Let students study the sample sentences in the table. Explain to them the terms 'agent' (doer of the action) and 'recipient' (receiver of the action) and the form '**be + V ed / en**' in the passive sentence.
- Explain to them that in the first sentence, the doer is the subject of the sentence, whereas the receiver is the subject of the sentence in the second sentence.
- Ask them to study the active and the passive verb forms in various tenses and aspects in the table given (**Note:** Present perfect continuous, past perfect continuous, future continuous and future perfect continuous are left out because the frequency of their uses in the passive voice is low.)
- In pairs, ask students to do Exercise A. Tell them that they do not need to mention the doer if he or she or they are impersonal. Ask them to identify the tense, the correct verb form, the doer of the action, the receiver of the action, whether the doer is to be mentioned or not and its position.
- Set a time and when the time is up, ask them to check the answers with their friends and then, with the teacher.
- Give feedback on the use of singular and plural forms, position of adverbs and the past participle forms of the verbs.
- Tell them to do Exercise B in pairs. Ask them to look at the first blank which

is done for them as an example. Tell them that they have to read the whole passage carefully and decide which verb is appropriate for each blank and then, change the form of the verb into its correct passive form.

- Make sure they understand the whole passage by asking questions like 'What is the paragraph about?', 'Is it about Myanmar pancake or How is Myanmar pancake made?', and 'Who do you think the agent or the doer is in the sentence?'
- Set a time and when time is up, call volunteer pairs to read the paragraph out loud. Let other pairs listen and check their answers. Ask these pairs whether they agree with the answers of the volunteer pair or not and if not, they have to say their answers.

Review

- Give feedback on the exercise by asking questions such as 'Why do you think the passive voice is used in the paragraph?', 'What tense is mainly used in the paragraph and why?' Ask them to think of situations in which the passive voice can be used.

7D Listening and Speaking

Listening

Introduce

- Ask warm-up questions like 'How many of you like eating snacks?'. Ask them to raise their hands if they like eating snacks. Elicit their ideas on the reasons for snacking.

Teacher Teaches & Students Practise

- Tell students that they are going to listen to a talk on reasons for snacking. Let them read the statements in Exercise A before listening to the recording. In pairs, tell them to guess the answers by thinking critically whether the statements are reasonable or not.

- Play the recording three times. When playing the recording for the first time, ask students to listen carefully. The second time is for them to decide and write True or False and the third time is to check their answers. If it is necessary, play the recording more than three times.
- Ask for the answers from 2 or 3 pairs and let them give reasons for their answers.

Review

- Ask students to present what is said about snacking in the recording and have discussion on eating snack. Ask them whether snacking is good or bad, and what kind of snacks we should eat.

Speaking

Introduce

- Ask students 'What will you say when you see a pleasant scene or something strange or see or hear someone is feeling unwell?'. Ask them how they will respond to expressions of pleasure, surprise and sympathy respectively.

Teacher Teaches & Students Practise

- Let students study the expressions in the box in Exercise B. Let them guess in which situations they will use these expressions. In pairs, ask them to choose the correct heading for each column. Let them check their answers with other pairs first and then, with the teacher.
- Tell them to repeat the expressions after you. Let them practise saying the expressions aloud with correct pronunciation and intonation. Ask 3 or 4 of them to say the expressions aloud.
- Ask them to complete the dialogue in Exercise C. Tell them that they are to complete Speaker B's part. In pairs,

ask them to look at the expressions in Exercise B again. Next, let them study the dialogue carefully, so that they can decide on how they should respond to each utterance. Ask them their reactions or feelings for the utterances, i.e., whether they are to respond with pleasure, surprise or sympathy. Set a time for them to complete the dialogue and check their answers as a whole class.

- Ask them to practise the dialogue in pairs and then, swap roles. Ask 2 or 3 volunteer pairs to demonstrate the dialogue to the class.

Review

- Make them reflect on what they have learnt. For example, ask 'What will you say when you are surprised / pleased / sorry for someone?'
- Say some utterances, for example, 'My niece got the first prize in the essay competition.', 'My nephew got low grades in the monthly test.', 'We went on a picnic to a waterfall last weekend.', and ask them to respond to them.
- Give feedback on their pronunciation and intonation.

7E Writing

Descriptive Writing

Introduce

- Ask students if they have ever written essays and what types of essays they know.
- Introduce different types of essays such as descriptive, narrative, expository and argumentative to them.
- Give them, topics such as 'A rainy day', 'My favourite sport', 'The town I live in', 'Why I like snacks', and 'Why we should avoid smoking', and ask

them to identify what type of essays they are.

- Ask them to come up with example topics for different types of essays.

Teacher Teaches & Students Practise

- Explain to students that a descriptive essay expresses or describes a person, place or thing in a way that readers can easily form a picture of it in their mind.
- Tell them to do Exercise A, for which they have to connect two parts of a sentence in each number to form a meaningful and logical sentence.
- Ask them to read the parts of sentences in both columns carefully and match each part of a sentence in Column A with an appropriate part in Column B in pairs.
- Check their answers by asking some pairs to read their answers out loud and then, tell them to write the sentences they have got in the paragraph form in their exercise books. Ask them what the paragraph is about.
- When asking them to do Exercise B, form them into groups of 4. Ask them to use the points given and have them create their own snacks and describe what it is, what it is made from, when they usually have it and why they like it. Advise them to refer to the sample descriptive paragraph in Exercise A.
- They can use their creative ideas with different ingredients and different ways to make their favourite snacks.
- Set a time and when they finish writing, tell them to read out their paragraphs to the class.

Review

- Ask students which group's descriptive paragraph is the most interesting and why. Elicit ideas from students, asking them how to write a descriptive paragraph, what to be included in descriptive essays.

Unit 8: FOOD CHAIN

Objectives

Students should be able to

- locate specific information from a reading passage.
- respond to questions appropriately.
- use words and expressions related to food chain.
- utilize phrasal verbs with 'up' and 'behind'.
- use the passive forms without agents.
- make shorter sentences by omitting the repeated verbs.
- classify the food words into different categories.
- talk about the eating habits of some animals.
- construct a food web and write a paragraph, referring to it.

8A Reading

Introduce

- Introduce the lesson by asking students what they understand by the topic 'Food Chain' using Question No. 1 and 2 in the Pre-reading section. After listening to 3 or 4 students, explain to them that a food chain shows how each living thing gets food, and how nutrients and energy are passed from creature to creature. Next, ask them Question No. 3 and 4 in the Pre-reading section. Encourage them to share their knowledge with their classmates.

Teacher Teaches & Students Practise

- Ask students to read the passage and list the unfamiliar words they have come across. Explain the meanings to them where necessary.
- Ask them to read the passage silently for 15 minutes. Then, ask them to

decide whether the given sentences in Exercise A are **True, False** or **Not Mentioned**. Ask them to follow these steps.

- (1) Read the given sentences first.
 - (2) Identify the key words, i.e., the important words which explain the meaning of the whole sentence.
 - (3) Interpret the meaning of the sentence.
 - (4) Check with the passage whether the sentences are true, false or not mentioned.
- Next, ask them to locate specific details by answering the questions given in Exercise B. The purpose of Exercise B is to check whether students understand what they have read or not and to give them practice in writing factually and grammatically correct sentences. Before checking the answers of students, give them time to compare their answers with friends. (**Note:** For Question No. 8, encourage students to give the answer based on their knowledge and experience.)
 - Then, ask them to complete the table given in Exercise C, giving examples of living things from the passage. Encourage them to think of two more examples of each type of living things mentioned in the passage. The purpose of Exercise C is to check whether students understand what they have read and whether they have some knowledge of food chain in their environment.

Review

- Review the reading section by asking students some check-up questions such as 'What animals are called scavengers?' and 'Why are decomposers called *garbage collectors*?'

8B Vocabulary

Phrasal Verbs

Introduce

- Elicit what students understand by 'phrasal verbs' and ask them to give you some examples of phrasal verbs. If they can't, give them clues.

Teacher Teaches & Students Practise

- Give students some examples of phrasal verbs and explain to them what phrasal verbs are. Ask them to identify the verbs and the prepositions in the examples. Ask them to guess the meaning of these phrasal verbs, and explain to them that the meaning is often quite different from the literal meaning of the individual words.
- Next, ask them to study the phrasal verbs with 'up' and 'behind'. If it is necessary, explain the meaning of each phrasal verb to them.
- Then, ask them to do the exercise and do peer correction with their friends sitting next to them and check their answers.

Review

- Ask students to recall the phrasal verbs they have learnt and their meanings. Ask them to think of some examples of phrasal verbs with 'up' and 'behind' they know. Ask them to make sentences using the phrasal verbs as homework.

8C Grammar

The Passive Voice without Agents

Introduce

- Write two sentences on the board: one in the active voice and the other in the passive voice. Ask students to tell you the difference between these two sentences.

- Point out the fact that the form of the verb in each sentence is different from each other although the meaning is the same.

Teacher Teaches & Students Practise

- Explain to students how to change a sentence from the active to the passive voice with examples, asking them to note the changes in the form of the verb.
- Tell them that the passive voice is used to emphasize the object or when the person or thing doing the action is unknown.
- Tell them that the passive voice is used:
 - when the agent (the person or thing doing the action or the doer of the action) is unknown, unimportant or not obvious from the context
 - when the action is more important than the agent, as in processes, instructions, events, reports, headlines, news items, and advertisements
- Then, ask them to do Exercise A. Tell them that they do not need to mention the agent in the passive sentences because in the given sentences, the person or thing doing the action is unknown, unimportant or not obvious from the context.

Review

- Ask students the difference between the active voice and the passive voice and the forms of verbs in the passive voice. If time permits, ask some students to come up with some example sentences.

Omission of Verbs

Introduce

- Write two sentences on the board: the first one in which the same verb is repeated, and another, by omitting the

repeated verb. Ask students which sentence is correct.

- Tell them that both sentences are correct, but an unnecessary long sentence can be shortened by omitting the repeated verbs.

Teacher Teaches & Students Practise

- Explain to students what 'omission' means. Tell them that omission means the act of omitting or something that is deleted or left out.
- Tell them that long sentences can be shortened by omitting the nouns, pronouns, auxiliaries and verbs which are repeated.
- Tell them that they will be learning the omission of verbs only.
- Ask them to study the sentences given in the textbook, and explain to them that though some words are left out in a sentence, it does not affect the meaning of the sentence.
- Then, ask them to do Exercise B. omitting auxiliaries and verbs where necessary to shorten the sentences.

Review

- Ask students which words they have omitted in the sentence to shorten a sentence in order that the sentence can still be understood.
- If time permits, ask students to work in pairs and ask each pair to come up with a sentence each which can be shortened by omitting some verbs in it.

8D Listening and Speaking

Listening

Introduce

- Tell students that they will be listening to a recording on how some animals eat their food.

Teacher Teaches & Students Practise

- Before listening to the recording, ask students to study the table in Exercise A.
- Then, ask them to listen to the recording and complete the blanks in the table with the food some animals eat. Warn them just to focus on the names of the animals and the food they eat at this stage.
- Then, ask them to compare their answers with friends sitting beside them.
- After that, check their answers by listening to the recording again, having pauses when they hear the name of animals and the food they eat.
- Next, ask them to read the sentences to be completed in Exercise B.
- Ask them to listen to the recording carefully and complete the sentences. Play the recording at least three times.
- Then, ask them to compare their answers with their friends sitting beside them.

Review

- Check whether students could catch the meaning of what they hear by asking questions such as 'What does the speaker talk about?', 'Which animal has different feeding habits from others?' and 'How are they different?'

Speaking**Introduce**

- Ask students to study the headings in the table given in Exercise C: 'Fruit', 'Meat' and 'Vegetables'. Ask them whether they eat all these food items every day. Then, tell them that they will have to talk about their eating habits.

Teacher Teaches & Students Practise

- Ask students to do Exercise C, putting the food items in the correct column: 'Fruit', 'Meat' and 'Vegetables'. Check their answers, asking some students to read out the words they have written in each column.
- Next, ask them to think of the answers to the questions in Exercise D and to talk about their eating habits in pairs.
- Ask 2 or 3 students to come to the front of the class to tell the class what their partners said about their eating habits.

Review

- Ask students to recall the fruits, meat and vegetables they have learnt.
- Ask them about good and bad eating habits.

8E Writing**Introduce**

- Tell students that they will have to draw a diagram that shows a food chain and write about that food chain.

Teacher Teaches & Students Practise

- Tell students to read the instruction and identify the steps: (1) to draw a food chain of their own, and (2) to write about that food chain. Tell them that they can refer to the diagrams in the reading passage as examples but they need to include animals, insects and scavengers which are not mentioned in the passage.

Review

- Ask some students to read out their writings and ask the class to focus on the animals, insects, scavengers and decomposers they have mentioned. Give feedback on their writing.

Unit 9: CLIMATE CHANGE

Objectives

Students should be able to

- recognize the purpose of the text and its intended audience.
- find the main idea of the reading text.
- find the specific information from the text.
- discover the meaning of some difficult words through the context.
- explain the cause-effect relationship concerning climate change.
- listen to specific information of the listening text.
- use the language phrases to express their opinions.
- talk about the future tense.
- use conditional clauses.
- recognize the steps and outline of an expository essay.
- write an expository essay.

9A Reading

Introduce

- Brainstorm ideas from students by asking questions related to climate change to check what they have already known about it.
- Let them look at the pictures in the text and guess what each picture describes.
- Elicit ideas from them by asking them to think of the causes of climate change.
- Ask them whether they think climate change is good or bad. Ask them to give reasons.
- Elicit their ideas on ways to prevent climate change.

Teacher Teaches & Students Practise

- Ask students to read the passage silently for 10 minutes. Then, in pairs, ask them to do Exercise A by choosing the paragraphs that best answer the questions (1-7). Tell them to write the question numbers (1-7) and the paragraphs (A-G) next to the numbers. Tell students that the purpose of Exercise A is to be able to find the main idea of each paragraph and the questions are not to be answered.
- In pairs, ask them to read the passage again and find the appropriate word or phrase to fill each blank in Exercise B. Let them share their ideas with another pair. The purpose of Exercise B is to find the specific information of the whole passage.
- Explain the meaning of El Niño and La Niña saying that they are Spanish words; El Niño means a little boy and La Niña a little girl. The former is the warm phase of the ocean current and the latter the cold phase.
- Ask students to do Exercise C. The purpose of Exercise C is to check whether they understand the passage they have read and to give them practice in writing factually and grammatically correct sentences.
- Ask them to give a short answer to each question orally first and then, ask them to write the full-sentence answers in their exercise books. Before checking the answers, give them time to compare their answers with their friends.

Review

- Review the reading section by asking students questions that help them summarise the text. For example, ask them such questions as 'What is climate change?', 'What causes climate change?', 'What are the effects of climate change?', 'What should we

do to prevent climate change?' and 'What are we doing to prevent climate change?'

- Next, ask them to give examples of the consequences or results of climate change and ask them to think of more ways to prevent climate change. For example, in order to reduce the emission of carbon dioxide, there are ways to reduce the use of energy such as using public transport, turning off the electrical appliances after use, etc.

9B Vocabulary

Expressions Related to Climate Change

Introduce

- Ask students what they remember about the passage they have read. Ask them to think of the organization of the passage.
- Elicit some words and phrases on climate change. Tell them to categorize some words and phrases into their related groups. This exercise will help them understand the organization of the whole text, the relationship between paragraphs (causes, effects and ways to prevent climate change) and reinforce the new vocabulary they have learnt in the passage.

Teacher Teaches & Students Practise

- In pairs, ask students to look at the diagram first. Let them study the words and phrases given in the boxes and to complete the diagram with the words or expressions.
- Tell them to categorize the words and expressions given and put the words and expressions in their respective groups by observing the directions of the arrows. Let them check their answers with another pair and then, with the teacher.

Review

- Ask students to recall the causes, effects and ways to prevent climate change. Then, ask them to add two more expressions for each topic.

9C Grammar

The Future Tense

Introduce

- Ask students the following questions.
 - (a) What will happen if there is no atmosphere?
 - (b) What will you do during the October holidays?
- Explain to them that the first question asks about what you think or believe will happen at a future time and the second asks about a decision or what you have decided to do at a certain period in the future. Tell them that for both situations the future tense is used.

Teacher Teaches & Students Practise

- Let students study the form (**will+V_(-inf)**) and the use of the future tense and the example sentences. Make sure that they understand the two different uses of the future tense. Point out that the negative form for 'will' is 'will not' and its contracted form is 'won't'. An introduction of the future tense will help them learn the conditional clauses.
- Next, ask them to do Exercise A in pairs. Tell them to consider the context first, so that they can create meaningful sentences and then, form grammatically correct sentences by using the future tense. When checking the answers, ask them the use of the future tense in each sentence, i.e. whether the sentence is about what you think or believe will happen in the future or a decision made for the future.

Review

- Ask students whether they remember the use of the future tense or not and what they are.
- Then, ask them to write two sentences using the future tense – one about what they think or believe will happen at a future time and another about a decision or what they decide to do at a certain period in the future in pairs. Tell them that they can also give examples in Myanmar. Then, ask them to say the sentences in English. Ask a few pairs to read out their sentences loud and give feedback.

Conditional clauses

Introduce

- Ask students to study the following sentences that include if and unless to introduce conditional clauses and result clauses.
 - (a) I will visit you if you have a long holiday.
 - (b) Unless I did anything wrong, I could not apologize to you.
 - (c) If I have had your contact number, I would have contacted you.
- Write their answers on the board and let them notice the structure of conditional sentences.

Teacher Teaches & Students Practise

- Explain to students that a conditional clause is a type of subordinate clause, most commonly introduced by the conjunction 'if' or 'unless'. Tell them the position of two clauses (dependent clause or the conditional clause and independent clause or the main clause) and the use of punctuation mark 'comma'.
e.g. If I study hard, I will pass the exam.
I will pass the exam if I study hard.

- Let them study the table in the textbook and familiarize them with the three types of conditionals.
- Make sure that they know the form and use of conditional clauses by giving more examples, especially Conditional Type 2, which is about the present time although the past tense verbs are used.
- Here the simple past is used in the 'if clause' and the would + verb_(inf) in the main clause to show an unreal condition or result.
- Tell them that only Type 3 refers to the past and talks about an unreal event.
- Ask them to do Exercise B in pairs. Tell them to note that before they have decided on the type of conditional and form of the verb, they are to think about whether the action or the event is real or unreal, possible or impossible, and the time it takes / took place (in the present or in the past).
- Also tell them to focus on the type of sentence (affirmative, negative or interrogative) and number (singular or plural). Set a time for students to do Exercise B and when time is up, let them check the answers with another pair first and then, check their answers as a whole class.

Review

- Ask students three different types of conditional sentences.
- Then, ask them to work in pairs and ask each pair to come up with a sentence each for each type of conditional clause.

9D Listening and Speaking

Listening

Introduce

- Introduce the listening task which is about forests. Elicit the usefulness or importance of forests for us and why.

- Tell them that they are going to listen to the recording on an article on forests and they are to decide whether the given statements are TRUE or FALSE.

Teacher Teaches & Students Practise

- Ask students to read the given statements first before they listen to the recording. In pairs, ask them to discuss and guess the answers.
- Play the recording three times. The first time is for them to listen carefully and decide on the answers. Tell them to write their answers after listening to the recording for the second time and the third time is for them to check their answers.
- Let them check their answers with their friends sitting next to them first and then, check their answers as a whole class. Ask for reasons for their answers and ask them to correct the statements which are false.

Review

- Let them reflect on the listening task by asking questions like 'Are forests important for us? Why?', 'How are trees useful to us?', etc.

Speaking

Expressing opinions

Introduce

- Say 'Human beings are responsible for the climate change.' And ask them 'Do you agree with the idea?'

Teacher Teaches & Students Practise

- Tell students to study the language phrases (a-h) used to express opinions given in the box.
- Next, ask them to complete the dialogue, using the expressions. Tell them that for some blanks more than one expression can be used. Before checking their answers as a

whole class, give them time to check their answers with their friends. After checking their answers, ask them to practise the dialogue in pairs.

Review

- Ask students to recall expressions for expressing opinions. After that write some statements such as 'Fast foods are unhealthy' and 'the social media do more harm than good'.
- Then, ask them to give their opinion on them, using the expressions they have learnt.

9E Writing

Introduce

- Ask students different types of essays they know. Elicit ideas from them, so that they can think of the different types of essays such as descriptive, narrative, argumentative and expository essays by giving examples.
- Write some essay topics on the board and ask them to identify the types of essays. (For example, The town I live in, A visit to a village, Smoking is harmful for all, The pros and cons of watching TV, etc.) Tell them that they are going to write an expository essay and ask them to think of what they need to include in their essays.

Teacher Teaches & Students Practise

- Tell them the steps to follow in writing an expository essay. Encourage them to draw an outline for the given topic in groups of 4 or 5. Ask them to read the prompts and discuss what they want to add or what they want to omit.
- Set a time and monitor the groups. When time is up, ask the groups to exchange their written products and let them share their ideas.

Review

- Give feedback on the steps of writing an expository essay and point out the grammatical mistakes, and mistakes they make in the use of sentence connectors and the organization of their essays as a whole class.

POEM 3: SONG

Objectives

Students should be able to

- capture the central idea of the poem.
- appreciate the poem together with its rhyme and rhythm.
- understand the message given by the poet.
- understand the meanings of old English words in the poem.
- develop their love in English literature.

Introduce

- Introduce the title of the poem by asking students what comes into their mind when they see the title of the poem 'Song'.
(Suggested answer: singer, lyric, composer, stage, microphone, etc.)
- Ask students whether they like songs or not. For the answer 'Yes', ask them 'Why?' and for the answer 'No', ask them 'Why not?' They have to give reasons for their positive or negative answer.
(Suggested answer: I like songs because songs are very pleasing. They keep me happy whenever I listen to them. / I don't like songs because they make me dizzy and sometimes they are very noisy.)
- Elicit students' background knowledge about songs by asking

them to describe the kinds of songs they know.

(Suggested answer: love songs, lullabies, country songs, rap songs, pop songs, classic songs)

Teacher Teaches & Students practise

- Ask students to look at the picture to describe what they see and ask them if they know a bird that sings beautiful songs.
(Suggested answer: A bird is singing/ nightingale)
- Tell them they are going to learn a poem titled 'Song', composed by the poet 'Christina Rossetti' for her beloved. / loved ones.
- Provide students with a brief summary about the poet, Christina Rossetti.

Christina Georgina Rossetti (1830

-1894) was an English poet of Italian origin. She was born in London and had two brothers and a sister. She wrote a variety of romantic poems and children poems. She was one of the leading female poets in the 19th century. Her poem 'Song' was written in 1848 when she was still a teenager. This poem is one of her best-loved poems in which her view about life, death, mourning, pain and human attachment can be seen.

- Read out the poem before students read it so that they can have the correct pronunciation.
- Guide them to be able to read the poem aloud with correct mood, correct pause and correct pronunciation.
- Give students a few minutes to read the poem in silence and ask them to discuss the poem in pairs for comprehension. (For the meanings of difficult words, they can rely on the Glossary section.)
- Ask them the main messages given by the poet in the first and the second stanzas.

Review

- Give feedback on the steps of writing an expository essay and point out the grammatical mistakes, and mistakes they make in the use of sentence connectors and the organization of their essays as a whole class.

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- Ask them the main messages given by the poet in the first and the second stanzas.

First stanza: what she expects her loved ones to do after her death

Second stanza: her experience after death in her imagination

- Ask them to form into groups of 4 and discuss the given questions. During their discussion, go round the class and monitor what is going on. If it is necessary, give help to students.
- Ask students how they feel about this poem. Give them the opportunity to express their ideas openly.
- Ask them what lesson / lessons they can learn from this poem.
 - Human attachment is not easy to break, but we must learn to break it when it is time.
 - No one can escape death. So, we should not mourn unnecessarily.
- Ask students to write down what they want to say to their loved ones before they die when they know death is near.
- Invite volunteers to read out what they have written down to class.

Review

- Ask students what the main message of each stanza is.
- Also ask the rhyming words and the old English words.
- Ask them to recite the poem and give feedback on their pronunciation, stress, rhythm and intonation.

Unit 10: FOOD SAFETY

Objectives

Students should be able to

- identify the main ideas and locate specific information from a reading passage.
- respond to questions appropriately.
- be aware of the dangers of unsafe foods.
- evaluate one's eating habit.
- use words related to food safety in contexts.
- discover the use of 'not only ... but also' and 'parallel structure' and use them appropriately.
- listen to main ideas and specific details from a talk.
- note down information from a talk while listening.
- find out the characteristics of complaint letters.
- write a complaint letter.

10A Reading

Introduce

- Introduce the lesson 'Food Safety' by asking students brainstorming questions in the Pre-reading section. Encourage students to give the answers that are true for them.

Teacher Teaches & Students Practise

- Ask students to read the passage silently for 10 minutes. Ask them to read the passage again and list the unfamiliar words they have come across and explain them where necessary.
- Ask them to identify the main ideas of the passage by doing Exercises A and B. Tell them that for Exercise A, they are to give only short answers and for Exercise B, they are to answer the questions in complete sentences.

First stanza: what she expects her loved ones to do after her death

Second stanza: her experience after death in her imagination

- Ask them to form into groups of 4 and discuss the given questions. During their discussion, go round the class and monitor what is going on. If it is necessary, give help to students.
- Ask students how they feel about this poem. Give them the opportunity to express their ideas openly.
- Ask them what lesson / lessons they can learn from this poem.
 - Human attachment is not easy to break, but we must learn to break it when it is time.
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- Ask students to write down what they want to say to their loved ones before they die when they know death is near.
- Invite volunteers to read out what they have written down to class.

Review

- Ask students what the main message of each stanza is.
- Also ask the rhyming words and the old English words.
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Teacher Teaches & Students Practise

- Ask students to read the passage silently for 10 minutes. Ask them to read the passage again and list the unfamiliar words they have come across and explain them where necessary.
- Ask them to identify the main ideas of the passage by doing Exercises A and B. Tell them that for Exercise A, they are to give only short answers and for Exercise B, they are to answer the questions in complete sentences.

Tell them that the purposes of these exercises are to check whether they understand what they have read or not and to give them practice in writing factually and grammatically correct sentences. Before checking the answers of students, give them time to compare their answers with friends. (Note: Question No. 9 of Exercise B is for students to have awareness of food safety and what the FDA does in Myanmar. Question No. 10 is for students to evaluate their eating habit and come up with reasons.)

Review

- Ask students some check-up questions such as 'What are safe foods?', 'What are unsafe foods?' and 'What kinds of foods should we avoid?'

10B Vocabulary

Words related to food safety

Introduce

- Tell students that in the Vocabulary section, they will be learning words related to food safety and use them appropriately in contexts.

Teacher Teaches & Students Practise

- Ask students to do Exercise A which is to match the words (1-10) in Column A with their meanings (a-j) in Column B to have a better understanding of the dictionary meanings of words related to food safety.
- Next, ask students to do Exercise B. Doing this exercise will help students use their newly learnt words appropriately in contexts.

Review

- Check whether students know the meanings of the words they have learnt by asking them to give you their meanings in Myanmar or ask them to construct sentences with the words.

10C Grammar

Not only ... but also

Introduce

- Tell students that in this lesson they will be learning to use the correlative conjunction 'not only ... but also'.

Teacher Teaches & Students Practise

- In teaching students the use of 'not only ... but also', tell them that the conjunction 'not only ... but also' is called the correlative conjunctions because 'not only' and 'but also' are used together as a pair of conjunction.
- Explain to students that the 'not only ... but also' construction is commonly used:
 - in formal contexts
 - when presenting two qualities of a character, an action or an event with examples.
- Also remind them that when using 'not only ... but also' in a sentence, the words following 'not only ... but also' should belong to the same part of speech: nouns, verbs, adjectives or adverbs.
- Then, ask them to do Exercise A to practise using 'not only ... but also.'

Review

- Ask students to think of some example sentences in which 'not only ... but also' is used and ask a few students to read out their sentences to the class to make sure they understand the structure.

The more / less / -er ..., the more / less / -er ...

Introduce

- Tell students that they will be learning the parallel structure 'the more / less / -er ... the more / less / -er ...'.

Teacher Teaches & Students Practise

- Ask students to have a look at the example sentences given for 'the more / less / -er ..., the more / less / -er ...':
 - (1) The more active you are, the more food you need.
 - (2) The more the merrier. (When there are more people, the occasion will be merrier.)
- Ask them whether they understand the sentences or not and explain as follows:
 - The structure, 'the more / less / -er ..., the more / less / -er ...' is used to say how one thing changes in relation to another.
 - The subject and the verb of the second clause, or both clauses may be omitted if their meaning is obvious as in the second example.
- After teaching them the form and use of the structure, 'the more / less / -er ..., the more / less / -er ...', ask them to do Exercise B.

Review

- Ask students to think of some example sentences in which the more / less / -er ..., the more / less / -er ... is used and ask a few students to read out their sentences to the class to make sure they understand the structure.

10D Listening and Speaking**Listening****Introduce**

- Tell students that they will be listening to a talk on 'Artificial Additives to Avoid' which requires them to complete short sentences on the advantages and the disadvantages of foods in supermarkets.

Teacher Teaches & Students Practise

- Before listening to the recording, ask

students to read the short sentences to be completed on the advantages and disadvantages of foods in supermarkets in the table. Then, ask them to listen to the recording attentively and to complete the sentences. Play the recording at least three times.

- Check the answers with them to see whether they could catch the main idea to be used in filling in the blanks.

Review

- Ask students to recall the advantages and disadvantages of foods in supermarkets.

Speaking**Introduce**

- Tell students that in the speaking lesson, they will be learning how to ask for information on the fruits and snacks they like.
- They will learn these functions through a short dialogue between two friends and they will also have to write a short dialogue of their own and practise asking and answering questions.

Teacher Teaches & Students Practise

- Ask students to do Exercise B by reading the dialogue between A and B and to complete the dialogue using the given expressions (a-f).
- Then, ask them to practise the dialogue in pairs.
- Next, ask them to do Exercise C in pairs, writing a very short dialogue between his / her partner and him / her. Tell them that they can use the expressions given in the boxes to ask for the snack his / her friend likes and practise saying the dialogue.

Review

- Ask 2 or 3 pairs of students to come to the front of the class to demonstrate

their dialogues and give feedback on the use of the language phrases.

10E Writing

Introduce

- Introduce the writing task by asking whether students have ever written a complaint letter either in Myanmar or in English.
- If there are students who have had experience in writing a complaint letter, then, ask them when and why he wrote the letter.
- Tell them that before they actually start writing a complaint letter, they have to find out the features of it by studying the sample complaint letter on page 94.

Teacher Teaches & Students Practise

- Ask students to have a look at the sample complaint letter given in the text and ask them to tell you what to include in a complaint letter and what its features are.
- Also ask them to read the situation provided carefully and elicit information from them by asking who the addresser and the addressee are, what their addresses are, what the problem is, etc. in order to build confidence of students.
- If they know the format and the features, ask them to read the situation provided carefully again and to write the complaint letter they are asked to write.

Review

- Ask 2 or 3 students to read out their letters to the class and give overall feedback on the format, features and the language used. If time permits, correct their mistakes.

Unit 11: *THANAKHA*, UNIQUELY MYANMAR

Objectives

Students should be able to

- identify the main ideas and locate specific information from a reading passage.
- respond to questions appropriately.
- predict the future of a product and give reasons.
- use words and expressions related to beauty products.
- interpret the meanings of suffixes.
- make use of words that collocate.
- discover the use of relative pronouns and use them appropriately.
- select the main ideas from a dialogue.
- relate an idea to an online pal through an email.

11A Reading

Introduce

- Introduce the lesson by asking students what they understand by the topic, 'Thanakha, Uniquely Myanmar'. After listening to 3 or 4 students, explain to them that it means *thanakha* is unique to Myanmar only. It is not found to be used as cosmetics in any other countries. (သနပ်ခါးကို မြန်မာနိုင်ငံတွင်သာ တမူထူးခြားစွာ အသုံးပြုသည်ဆိုတဲ့ အဓိပ္ပာယ် ဖြစ်ပါတယ်။)
- Next, ask them brainstorming questions in the Pre-reading section. Encourage them to give the answers that are true for them.

Teacher Teaches & Students Practise

- Ask students to read the passage silently for 10 minutes.
- Ask them to identify the main ideas of the passage by doing Exercise A.

their dialogues and give feedback on the use of the language phrases.

10E Writing

Introduce

- Introduce the writing task by asking whether students have ever written a complaint letter either in Myanmar or in English.
- If there are students who have had experience in writing a complaint letter, then, ask them when and why he wrote the letter.
- Tell them that before they actually start writing a complaint letter, they have to find out the features of it by studying the sample complaint letter on page 94.

Teacher Teaches & Students Practise

- Ask students to have a look at the sample complaint letter given in the text and ask them to tell you what to include in a complaint letter and what its features are.
- Also ask them to read the situation provided carefully and elicit information from them by asking who the addresser and the addressee are, what their addresses are, what the problem is, etc. in order to build confidence of students.
- If they know the format and the features, ask them to read the situation provided carefully again and to write the complaint letter they are asked to write.

Review

- Ask 2 or 3 students to read out their letters to the class and give overall feedback on the format, features and the language used. If time permits, correct their mistakes.

Unit 11: *THANAKHA*, UNIQUELY MYANMAR

Objectives

Students should be able to

- identify the main ideas and locate specific information from a reading passage.
- respond to questions appropriately.
- predict the future of a product and give reasons.
- use words and expressions related to beauty products.
- interpret the meanings of suffixes.
- make use of words that collocate.
- discover the use of relative pronouns and use them appropriately.
- select the main ideas from a dialogue.
- relate an idea to an online pal through an email.

11A Reading

Introduce

- Introduce the lesson by asking students what they understand by the topic, 'Thanakha, Uniquely Myanmar'. After listening to 3 or 4 students, explain to them that it means *thanakha* is unique to Myanmar only. It is not found to be used as cosmetics in any other countries. (သနပ်ခါးကို မြန်မာနိုင်ငံတွင်သာ တမူထူးခြားစွာ အသုံးပြုသည်ဆိုတဲ့ အဓိပ္ပာယ် ဖြစ်ပါတယ်။)
- Next, ask them brainstorming questions in the Pre-reading section. Encourage them to give the answers that are true for them.

Teacher Teaches & Students Practise

- Ask students to read the passage silently for 10 minutes.
- Ask them to identify the main ideas of the passage by doing Exercise A.

- Ask them to read the passage again and list the unfamiliar words they have come across and explain the meaning to them where necessary.
- Explain to them that an inversion is intentionally used in the sentence 'Only in Myanmar is it used mainly as a cosmetic' in line 11 and 12 instead of 'Only in Myanmar it is used mainly as a cosmetic' for emphasis and to sound striking and more formal. 'It' နှင့် 'is' တို့ကို နေရာပြောင်း၍ ရေးခြင်းကို 'inversion' ဟုခေါ်ပြီး ထိုကဲ့သို့ 'inversion' သုံးခြင်းဖြင့် ရေးလိုသည့် အကြောင်းအရာကို ပိုမိုအလေးပေးရန်၊ ပိုမိုသိသာစေရန်နှင့် ပိုမို formal ဖြစ်စေရန်ရည်ရွယ်ပါသည်။
- Then, ask them to do Exercise B to learn words in the reading passage and ask them to locate specific details by answering the comprehension questions given in Exercise C. The purpose of Exercise C is to check whether students understand what they have read or not and to give them practice in writing factually and grammatically correct sentences. Before checking the answers of students, give them time to compare their answers with their friends. (**Note:** For Question No. 9 and 10 of Exercise C, encourage students to give their opinions and reasons.)

Review

- Ask students some check-up questions such as 'What does the title of the text mean?', 'Where is *thanakha* used as cosmetics?' and 'What beauty products are made from *thanakha*?'

11B Vocabulary Suffixes

Introduce

- Elicit what students understand by the word 'suffix' and ask them to give you some examples of suffixes.

Teacher Teaches & Students Practise

- Give students some words containing suffixes and explain to them what suffixes are. Ask them to identify the root words and the suffixes of the words.
- Then, ask them to do Vocabulary Exercise A, B and C and do peer correction with their friends sitting next to them.

Review

- Ask students some suffixes they know and some words containing suffixes.

Collocations

Introduce

- Ask students whether they know that some words appear together but some do not. Remind them that they have to say 'We will have to sit for the examination next month.' And it is wrong to say 'We will have to answer the examination next month.'

Teacher Teaches & Students Practise

- Explain to students that the verb, 'answer' cannot be used with the noun 'examination'. If it is necessary, give them more examples. Tell them that we can 'take medicine' but not 'drink medicine', 'make a mistake' but not 'do a mistake'.
- Ask them to do Exercise D and do peer correction with their friends sitting next to them. Then, check the answers with them.

Review

- Review the exercise by asking students what they understand by collocations and ask students to tell you some collocations they have learnt.

11C Grammar

Relative pronouns: 'who', 'whom' and 'whose'

Introduce

- Tell students that they will be learning the use of relative pronouns, 'who', 'whom' and 'whose', and ask them to name the relative pronouns they know. If it is necessary, ask them to give you some example sentences.

Teacher Teaches & Students Practise

- Explain the relative pronouns and their uses to students, asking them to note the uses of the individual pronouns. Tell them that the relative pronoun 'who' is used to refer to people; 'whom' to refer to the object of a verb; and 'whose' to refer to possession of people. Also use examples in explaining the use of the relative pronouns.
- Tell them to also note that there are two types of relative clauses. They are defining and non-defining relative clauses. Sometimes, defining and non-defining relative clauses can look very similar but they have different meanings.
- **A defining clause** is essential to the clear understanding of the noun and it is written without commas. Study the following example.
His brother **who works at the supermarket** is a friend of mine.
(He has more than one brother. The one I'm talking about works at the supermarket and that brother is a friend of mine. သူ့မှာ အစ်ကို တစ်ယောက်ထက် မက ရှိပြီး စူပါမားကက်မှာ အလုပ်လုပ်တဲ့ သူ့အစ်ကိုက ကျွန်တော့်သူငယ်ချင်းလို့ ဆိုလိုပါတယ်။)
- **A non-defining relative clause** is placed after a noun which is definite already. It does not therefore define the noun, but merely add something to it by giving some more information

about it. It is separated by its noun and its verb by another comma. Study the following example.

His brother, **who works at the supermarket**, is a friend of mine.

(He has a brother. That brother works at the supermarket and he is a friend of mine. သူ့မှာ အစ်ကိုတစ်ယောက်ရှိပြီး သူက ကျွန်တော့်သူငယ်ချင်းဖြစ်တယ်။ သူက စူပါမားကက်မှာ အလုပ်လုပ်တယ်လို့ ဆိုလိုပါတယ်။)
(**Note:** The information in a defining relative clause is essential, so we can't leave out the relative clause. The information in a non-defining relative clause is extra information which isn't essential, so we can leave out the relative clause. Remind students that commas are needed before and after the non-defining relative clause.)

- Then, ask them to do Exercise A and Exercise B.
- Exercise A ၏ No. 10 ဖြစ်သည့် He who is ashamed of asking is ashamed of learning. ၏ အဓိပ္ပာယ်မှာ မေးခွန်းမေးရန် ရှက်ရွံ့သောသူသည် သင်ယူတတ်မြောက်မှု ရှိမည်မဟုတ်ဟု အဓိပ္ပာယ်ရပါသည်။

Review

- Ask students to tell you the difference among the relative pronouns 'who', 'whom' and 'whose' and if time permits, ask a few students to come up with some examples.

11D Listening and Speaking

Listening

Introduce

- Tell students that they will be listening to a dialogue between Mary, a visitor from Australia, and Sandar, who is showing her around Baho market in Shwebo.

Teacher Teaches & Students Practise

- Before students listen to the recording, ask them to read the sentences to be completed in Exercise A.

- Then, ask them to listen to the recording carefully and complete the sentences. Play the recording at least three times.
- Check the answers with them to see whether they could catch the meaning of what the people say in the dialogue.

Review

- Ask students some questions like What did Mary ask Sandar about?, How did Sandar explain Mary about *Thanakha*? In what forms can *Thanakha* be available?, etc.

Speaking

Introduce

- Tell students that they will be learning how to make suggestions and accept or decline suggestions. They will learn these functions through a short dialogue between two friends.

Teacher Teaches & Students Practise

- Ask students to do Exercise B by reading the dialogue between Nu Nu and Thandar and to complete the dialogue using the expressions given in the box.
- Next, ask them to work in pairs, writing a very short dialogue between Susan and you. Tell them that they can use the expressions for making suggestions and accepting and declining suggestions given in the boxes.

Review

- Ask 2 or 3 pairs of students to come to the front of the class to demonstrate their dialogues.

11E Writing

Introduce

- Tell students that they will have to write a simple email to an online pal. Tell them that writing an email to a friend is very similar to writing an informal letter to a friend.

Teacher Teaches & Students Practise

- Explain to students that an online pal is an online friend. Before the invention of the internet, people communicate with their friends whom they have never met face to face through letters and they are called pen pals.

Review

- Make sure that students know the format by showing them the example email as well as the icon where emails can be written in their mobiles. အကယ်၍ email ရေးသည့် အတွေ့အကြုံမရှိသည့် ကျောင်းသားများရှိပါက ဆရာက မိမိဖုန်း ဖြင့် မည်သည့် icon ကို ရွေးပြီး ရေးရမည်ကို သရုပ်ပြပေးပါ။

Unit 12: URBANIZATION

Objectives

Students should be able to

- identify the main ideas and locate specific information from a reading passage.
- respond to questions appropriately.
- express opinions on urban life and rural life.
- interpret the meanings of compound nouns.
- utilize the prepositions 'as' and 'like' correctly.
- discover the use of relative pronouns 'that' and 'which' and use them appropriately.
- make comparisons using 'as ... as' and 'not as ... as'.
- make an appointment with a doctor / a dentist.
- compose an argumentative essay.

12A Reading

Introduce

- Introduce the lesson by asking students what they understand by the topic 'Urbanization'. After listening to 3 or 4 students, explain to them that it means 'the move of people from rural areas to big cities due to several reasons'.
- Next, ask them brainstorming questions in the Pre-reading section. Encourage them to give answers that are true for them.

Teacher Teaches & Students Practise

- Ask students to read the passage silently for 10 minutes. Then, ask them to read the given sentences in Exercise A and choose a suitable sentence for each gap in the reading passage.
- Ask them to read the passage again

and do Exercise B, completing the table with the examples for the general expressions given on the left-hand side. The aim of this exercise is to help them understand the general expressions and specific examples in the reading passage.

- Then, ask them to do Exercise C. The aim of this exercise is to check whether they comprehend what they have read and give them practice in writing factually and grammatically correct sentences. Before checking the answers, give them time to compare their answers with their friends. (Note: For Question No. 10 and 11 of Exercise C, encourage students to give their opinions and reasons.)

Review

- Review the reading section by asking students some check-up questions such as 'What are the advantages of urbanization?', 'What are the disadvantages of urbanization?' and 'How can we solve the problems of urbanization?'

12B Vocabulary

Compound Nouns

Introduce

- When introducing 'compound nouns', first, elicit what students understand by the word 'compound nouns' and ask them to give you some examples of compound nouns.

Teacher Teaches & Students Practise

- Explain to students what compound nouns are and how they are formed.
- Then, ask them to do Vocabulary Exercise A and B, and do peer correction with their friends sitting next to them.

Review

- Ask students to recall the compound nouns they have learnt and how they are formed.
- Next, ask them to come up with more compound nouns.

'As' and 'Like'**Introduce**

- Ask students whether they know that 'as' and 'like' can be used as 'prepositions'. Write some example sentences in which 'as' and 'like' are used as 'prepositions'.

Teacher Teaches & Students Practise

- Explain to students that the word 'as' can be a 'preposition', an 'adverb' or a 'conjunction' and 'like' can be a 'preposition', an 'adverb', an 'adjective' or a 'conjunction'.
- Tell them the focus in this lesson is how to use 'as' and 'like' as 'prepositions' in sentences.
- Ask them to do Exercise C and do peer correction with their friends sitting next to them. If it is necessary, check the answers with them.

Review

- Review the exercise by asking students the differences between 'as' and 'like' and in which situations 'as' and 'like' are used respectively as 'prepositions'.

12C Grammar**Relative Pronouns: 'that' and 'which'****Introduce**

- Tell students that they are going to learn the use of relative pronouns, 'that' and 'which' and ask them to name the relative pronouns they know. If possible, ask them to give you some example sentences.

Teacher Teaches & Students Practise

- Explain the rules of relative pronouns to students, asking them to note the uses of the individual pronouns. Tell them that the relative pronouns 'that' and 'which' are used to refer to things, objects and animals.
- Then, ask them to do Exercise A and Exercise B and do peer correction with their friends sitting next to them. Then, check their answers.

Review

- Ask students to tell you some sentences which are true for them using the relative pronouns 'that' and 'which'.

'As ... as' and 'Not as ... as'**Introduce**

- Ask them to discover how to make comparisons by studying the given example sentences.

Teacher Teaches & Students Practise

- Tell students that 'as + adjective + as' is used to make comparisons between two things that are equal in some way and 'not as + adjective / adverb + as' to make comparisons between two things that are not equal.
- Explain how the two sentences can be joined using 'as ... as' or 'not as ... as' and how to transform the sentence containing 'as ... as' into the one that contains 'not as ... as'.
- Ask them to do Exercise C and D, and do peer correction with their friends sitting next to them. Then, check their answers.

Review

- Ask students to make sentences using 'as ... as' and 'not as ... as', which are true for them.

12D Listening and Speaking

Listening

Introduce

- Tell students that they are going to listen to a short talk on the differences between urban life and rural life, and ask them to complete the table.

Teacher Teaches & Students Practise

- Before playing the recording, ask students to read the sentences in the table. Then, ask them to listen to the recording carefully and complete the sentences. Play the recording at least three times.
- Check the answers with them to see whether they could catch the meaning of what the people say in the dialogue.

Review

- Ask 3 or 4 students to tell you the differences between urban and rural life and give feedback on the language they used.

Speaking

Introduce

- Tell students that they are going to learn how to make an appointment with a doctor / a dentist.

Teacher Teaches & Students Practise

- Ask students to do Exercise B by reading the dialogue between a receptionist and a patient, and complete the dialogue using the expressions given.
- Next, ask them to work in pairs, writing a very short dialogue 'making an appointment with a dentist'. Tell them they can use the expressions given in Exercise B.

Review

- Ask 2 or 3 pairs of students to come to the front of the class to demonstrate their dialogues.

12E Writing

Introduce

- Tell students that they will have to write an argumentative essay. First, ask them from which root word 'argumentative' comes from. (They should know that it comes from the root word, 'argue'.)

Teacher Teaches & Students Practise

- Explain to students what an argumentative essay is, the steps to follow in writing an argumentative essay and some useful language that can be used in writing it.
- Ask them to write an argumentative essay, following the general structure of an argumentative essay and using the language provided.

Review

- Make sure that students utilize the language expressions given correctly and appropriately.

POEM 4: WHAT IS PINK?

Objectives

Students should be able to

- capture the central idea of the poem.
- identify the meanings of the words in the poem.
- recite the poem with correct rhyme and rhythm.
- comprehend the meaning of each stanza.
- use words they have learnt in the poem in a new situation.
- write lines of verse using their own ideas.

Introduce

- Introduce the lesson by asking students to do pre-reading questions. Elicit names of colours from them.

12D Listening and Speaking

Listening

Introduce

- Tell students that they are going to listen to a short talk on the differences between urban life and rural life, and ask them to complete the table.

Teacher Teaches & Students Practise

- Before playing the recording, ask students to read the sentences in the table. Then, ask them to listen to the recording carefully and complete the sentences. Play the recording at least three times.
- Check the answers with them to see whether they could catch the meaning of what the people say in the dialogue.

Review

- Ask 3 or 4 students to tell you the differences between urban and rural life and give feedback on the language they used.

Speaking

Introduce

- Tell students that they are going to learn how to make an appointment with a doctor / a dentist.

Teacher Teaches & Students Practise

- Ask students to do Exercise B by reading the dialogue between a receptionist and a patient, and complete the dialogue using the expressions given.
- Next, ask them to work in pairs, writing a very short dialogue 'making an appointment with a dentist'. Tell them they can use the expressions given in Exercise B.

Review

- Ask 2 or 3 pairs of students to come to the front of the class to demonstrate their dialogues.

12E Writing

Introduce

- Tell students that they will have to write an argumentative essay. First, ask them from which root word 'argumentative' comes from. (They should know that it comes from the root word, 'argue'.)

Teacher Teaches & Students Practise

- Explain to students what an argumentative essay is, the steps to follow in writing an argumentative essay and some useful language that can be used in writing it.
- Ask them to write an argumentative essay, following the general structure of an argumentative essay and using the language provided.

Review

- Make sure that students utilize the language expressions given correctly and appropriately.

POEM 4: WHAT IS PINK?

Objectives

Students should be able to

- capture the central idea of the poem.
- identify the meanings of the words in the poem.
- recite the poem with correct rhyme and rhythm.
- comprehend the meaning of each stanza.
- use words they have learnt in the poem in a new situation.
- write lines of verse using their own ideas.

Introduce

- Introduce the lesson by asking students to do pre-reading questions. Elicit names of colours from them.

- Ask them to work in groups of 3 or 4. Tell them to make a list of objects or flowers or fruits, or things around them which have different colours. For example, some roses, some apples, strawberries are red, most leaves, grass and the unripe mangoes and papayas are green and so on.

Teacher Teaches & Students Practise

- Tell students that they will be studying a poem, titled 'What is Pink?' composed by Christina Rossetti.
- Ask them whether they remember another poem of Christina Rossetti in this textbook.
- Tell them that this is a colour poem that captures the beauty in the natural world. Colours are all around us, from a rose and a poppy to the clouds and sky.
- First read the poem aloud with proper pause, stress, and intonation as well as correct pronunciation. Ask them to listen carefully. If it is necessary, read the poem twice.
- Next, ask them to read the poem aloud. If it is necessary, ask them to read it again and correct their pronunciation. Encourage them to read it with proper pause, stress and intonation.
- Then, ask them to find the rhyming words in the poem as they have already had experiences of finding rhyming words. Point out the rhyming words in the poem.
- Confirm the rhyming words with them which are **pink** and **brink**, **red** and **bed**, **blue** and **through**, **white** and **light**, **yellow** and **mellow**, **green** and **between**, **violet** and **twilight** in the second stanza.
- Ask students to read the poem silently and slowly to understand the theme of the poem.

- Remind them to read the glossary and to mark the words and phrases unknown to them.
- Ask them to guess the meanings of unknown words and if it is necessary, explain the meanings of them.
- Ask students what the poet wrote about. Then, explain that the poet composed about things in nature, their colours, where they are, when they can be seen and their movements.
- Ask students to do Exercise A, completing the table as in the examples given. While they are doing this exercise, go round the class to help them.
- Then, check the answers with them.
- Ask students whether they like the poem or not. Ask them reasons for their answers.
- Next, ask them to work in groups of 4 or 5 and compose a four-line verse using colours, things in nature, time, places and adjectives of their choices as in the poem, 'What is Pink?'. Remind them that they must have rhyming words at the end of each pair of lines.
- Write the sample answer on the board to help them get an idea.
- Ask students to post their verses on the walls or at a suitable place and ask the whole class to go round reading the works of others. Ask students to vote for the best poem.

Review

- Ask students some check-up questions such as 'Who wrote the poem?' and 'What is it about?'
- Ask them to recite the poem and give feedback on their pronunciation, stress, rhythm and intonation.



IV. Audio Scripts

Unit 1: LANGUAGE

Here are seven most widely-spoken languages in the world. English is the most widely spoken language because over one billion people in the world are using it. Second is Chinese and it also has over one billion total speakers. Hindi takes the third place with more than 530 million speakers. It belongs to the Indian language family like Punjabi. More than half a billion people speak one or more of these languages. The fourth is Spanish with more than 510 million speakers in Spain, Central and South America. French is spoken by 285 million people and it is followed by Arabic, which has a total of 273 million speakers. At No 7 on the list is Russian with about 265 million speakers.

Unit 2: LITERATURE

Adam: I study literature because I like stories. I love the way people are described through stories. Different stories describe people differently. It is not easy to describe people. It requires countless words to describe people. That's the joy of studying literature. There is always something new to discover in literature.

Lucy: At first I did not like studying literature. To me, only people who are not smart study literature because I think that most of the stories in literature are not real and are not scientific. However, the more I study literature, the more I find it interesting. I start to see that, although stories in literature still are not scientific, it is an art, and art is the greatest expression of human feelings.

Tom: First, I studied literature because I wanted to read and write well. I believe that the chance to read and write is

something that everyone should be able to experience. As I tried to read and write, I found that literature in all forms is everywhere in today's human society. Whether it is studied in the classroom or read for pleasure, literature is the central part of many lives.

Unit 3: ZERO

Most inventors are men, but we will now look at some of the most important discoveries made by women. Some inventions by women are essential if we think about them in the present times. Marie Curie is remembered for her discovery of radium and polonium and her huge role to fight against cancer. Grace Hopper was an American computer scientist who invented computer programming, without which, the world would be a very different place. In 1952, she and her team created the first compiler for computer languages. In 1966, Stephanie Kwolek invented Kevlar, a material five times stronger than steel, and currently used around the world in making bulletproof vests to protect people from bullets. Her invention has saved the lives of many soldiers, policemen and politicians. Mary Anderson, an American inventor of the 20th century invented windscreen wipers in 1903. Before the invention, drivers found it very difficult to see where they were going when it was raining or snowing. Marion Donovan invented the waterproof diapers first and later, went on to design a disposable model too. This invention has definitely changed the way parenting works and has made many parents and children happy. Josephine Cochrane had the motivation of helping people with her invention. She invented the dishwasher to help her servants with washing dishes.

Unit 4: PAINTING

Spending time doing an enjoyable activity will help increase your satisfaction with life. Without having a hobby, your life may become boring, seem demanding, and end up in an unhealthy cycle. Pursuing a hobby will then improve your performance in your study and ability to maintain a healthy family.

Now, let's learn about the many different ways that having a hobby can improve your life.

1. Hobbies are a great stress reliever.

Your hobby should be a completely pleasurable activity. While adding an activity to your list of things to do might seem like it could create more stress, but it is actually a great way of releasing stress. When you focus on a hobby, all of your stress seems to fade away.

2. Hobbies encourage you to take a break.

Hobbies offer you an opportunity to take a break, while also giving you a sense of purpose.

You are able to do something while still having fun. Also, the more you do a hobby, the more you are likely to learn about the subject, which will provide you with an increased sense of satisfaction.

3. Hobbies offer new challenges and experiences.

Work and study-related challenges are often accompanied by stress and the pressure to be the best at what you are doing. When taking up a hobby, you can enjoy the process of learning something new. A hobby can also offer you different types of challenges. While you may spend your days at work being challenged mentally, you can take up a hobby that can challenge you physically.

4. Hobbies allow you to explore yourself and your talents.

You never really know what you're capable of unless you try something. For

example, you might assume that you would never take up cooking, but if you try it, you may discover that you love cooking, and that you have a certain talent. Hobbies help you discover the things that you're good at, and might surprise you.

Unit 5: TRAINS

People travel for various reasons. Some go on a business trip; some on a pilgrimage; some on vacation; while some others just to do some sightseeing. No matter what your reason is, it is always wise to have a neat travel plan. Here are four Travel Tips.

Tip number 1: Purpose. You must be very clear of the purpose of your travel, because your purpose will help you decide the right choice of transportation. For example, if you plan to see a lot within a short span of time, then, a fast means of transport will suit you. But if your purpose is to broaden your horizons, then a bit slower means of transport should be fine.

Tip number 2: Budget. How much money are you prepared to spend? This will help you decide the type of transport you should take. For instance, with a small budget and plenty of time, coach should be your choice. On the other hand, with a fat budget and lots of time, expensive cruise or train trip would certainly suit you.

Tip number 3: Length of your stay. The more time you have, the slower your travel can be. For instance, if you are visiting Europe and seeing five cities in 10 days, high speed trains should be your choice. However, if your plan is to visit those same five cities in a month, then you could save money by taking the coach or renting a car.

Tip number 4: Travelling companions and luggage. The more the companions,

the more the pieces of luggage will be. And if there are going to be kids travelling along with you, their comfort and endurance will need to be considered, and this, in turn, will help you make the right choice of transport. In such a case, a rental car or a caravan should be your choice.

Unit 6: THE PRODIGAL SON

Once, in England, there was a very wealthy noble family. One summer, the family decided to spend the weekend on their estate in the countryside. While the parents were taking a stroll across a meadow, the children, all young boys, just ran about in the huge garden, and went swimming in a pool. One of the boys began to drown and the son of the gardener jumped into the pool and rescued him. When the parents came back from their stroll and heard about the accident, they were so grateful to the boy who had saved their son.

About sixty years or so later, Winston Churchill, the Prime Minister of Britain, suffered from pneumonia. The King of England instructed the cabinet to get the best doctor in their country to save Winston Churchill. The best doctor at that time was Alexander Fleming, the doctor who developed penicillin. Churchill recovered, and when Dr Alexander came to see him, Churchill, shaking the doctor's hand, said, "Rarely has one man owed his life twice to the same rescuer." The boy who nearly drowned sixty years or so before was Winston Churchill, and the youthful hero who saved him was Alexander Fleming, the gardener's son and developer of the antibiotic, penicillin.

Unit 7: TYPICAL MYANMAR SNACKS

Some people eat snacks when they are stressed. Eating snacks can help them soothe and comfort themselves when they experience an unpleasant situation.

In addition, some people eat snacks when they are sad. I've seen some people have a piece of cake after an unsuccessful job interview. Another reason for having snacks is to celebrate. Some people have snacks to honour small victories like getting a promotion or passing a test. One simple reason for having snacks is because we're bored. Therefore, many people turn to food to break up the monotony of their day-to-day lives. One funny reason for having snacks is that we want to delay doing things we should do. "I will finish this report, right after I go grab a cookie from the coffee shop down the street." In fact, eating snacks is an easily accessible pastime for those who usually put things off until the very last minute. Snacking can be influenced by social culture and food culture. In some countries like France, Mexico and the Philippines, a fourth "meal" or snack is part of a traditional meal pattern.

Unit 8: FOOD CHAIN

Let us enter the animal world and see how some animals eat their food.

- Animals like squirrels, rabbits and rats feed on hard grains and nuts. They bite these hard nuts with very sharp front cutting teeth. This is called 'gnawing'.
- Animals like snakes do not have chewing teeth, they do not chew their food instead they swallow their food whole.
- Animals like frogs have a long sticky tongue to catch their prey. When a frog spots an insect, it sticks out its tongue and catches its prey, then it rolls back its tongue back into its mouth.
- Insects like bees and butterflies have a long tube to suck nectar from plants.
- Animals like cows and buffaloes have a special way of eating their food. They first swallow their food whole

and fill their stomach. Later, they bring it back into their mouth and keep chewing it for hours. This is known as ruminating, or chewing the cud.

- Dogs and cats use their tongue to lap up their food.
- The long necks of giraffes allow them to reach leaves, seeds, fruits and branches high up in trees. The elephant uses its trunk to take in food.

Unit 9: CLIMATE CHANGE

Forests are key to all life forms. Here are the three most important benefits we get from forests.

Habitat and ecosystems

First, forests serve as a home to millions of animals. Many types of snakes and lizards, wild animals, butterflies and insects, birds and tree-top animals as well. All those live in the forests, streams and rivers.

Economic benefits

Second, forests are of immense economic importance to us. For example, plantation forests provide humans with timber and wood, which is exported and used in all parts of the world. They also provide tourism income to people living in or close to forests, when people visit to see the best of nature.

Climate control

Third, trees and soils help regulate atmospheric temperatures through a process called evapotranspiration. This helps to stabilize the climate. In addition, they enrich the atmosphere by absorbing bad gases like carbon dioxide and other greenhouse gases, and producing oxygen.

Unit 10: FOOD SAFETY

There have been great advances in food preparation in the last century. These days, a lot of the foods that we can buy in supermarkets are pre-packaged or pre-

prepared. They need either little or no preparation before being ready to eat. Therefore they save a lot of our time. This is very convenient for customers but there are some harmful effects. Most of the foods on the shelves contain chemicals and additives that are known to harm both humans and animals. There are three harmful ingredients of food. They are **food additives, artificial sweeteners and artificial colours**. Experts warn us to avoid as many chemicals in our foods as possible. All of us need to be careful and cautious because some of these ingredients are used in meats, dairy products and even farm produce. The health of our country is determined by the foods we eat. Eating unsafe food can make us ill and this, in turn, will add great costs to our healthcare system.

Unit 11: THANAKHA, UNIQUELY MYANMAR

Mary: Sandar! May I ask a question about Myanmar customs and practices?

Sandar: Of course, you can! Please do.

Mary: I am not being impolite...but I am very curious.

Sandar: Please, feel free to ask!

Mary: Why do Myanmar people paint their faces yellow?

Sandar: What do you mean?

Mary: Everywhere I go, I see children, men, women of all ages with yellow paint on their cheeks and foreheads. Who are they trying to hide from?

Sandar: [laughing] Mary, no they are not trying to hide from anyone or anything!

Mary: Do they wear it for religious reasons? Is the paint sacred? Does it come in other colours? Is the paint imported from China?

Sandar: Oh Mary, you have many questions! First of all, it is not paint. It is *thanakha*!

Mary: *Thanakha*...

Sandar: Would you like to know more?

Mary: Thanks, I'd love to!

Sandar: [takes a deep breath] *Thanakha* is a tree. The bark is ground on a flat circular stone with water to get a paste. It is used as a beauty treatment and sometimes, medicine.

Mary: This is very interesting. Do you know that I am a beauty and cosmetics specialist?

Sandar: My mother, who is an expert on traditional medicine, taught me that *thanakha* helps protect the skin from the sun. Myanmar people who work in the sun smear *thanakha* on their faces.

Mary: I have also seen young women, who do not work outside in the sun, with thin creamy *thanakha* spread on their faces. What do you think about women of our age, putting *thanakha* on their faces?

Sandar: I think it is a good practice. They are taking care of their skin.

Mary: Why do parents put it on the faces of their children?

Sandar: *Thanakha* helps protect the children's faces from the sun. It is also soothing to the skin and smells nice. Parents, who have children, also do this to show their love.

Mary: Is *thanakha* expensive?

Sandar: The price depends on which product is used. It can be bought as pieces of wood or, 'ready-made', in the form of creams, lotions, cakes or powders.

Unit 12: URBANIZATION

- Life in urban areas is fast and complicated, whereas rural life is simple and relaxed.
- The urban settlement includes cities and towns. On the other hand, the rural settlement includes villages and groups of houses.
- Urban areas are separated from nature, but rural areas are in direct contact with nature.
- Urban people are engaged in non-agricultural work. In contrast, the primary occupation of rural people is farming.
- Population wise, urban areas are densely populated. On the contrary, rural areas are sparsely populated.
- When it comes to jobs, urban people often change their jobs, looking for better opportunities. However, in rural areas people do not usually change their jobs.

V. Answer Key

Unit 1: LANGUAGE

1A Reading

A.

1. listening, speaking, reading, and writing
2. the listening skill
3. about one and a half years or so
4. speaking
5. reading and writing
6. productive
7. tool
8. verbal and non-verbal
9. gestures and facial expressions
10. graphics

B.

1. A child begins to read and write when he or she goes to school.
2. The productive skills of language are speaking and writing.
3. The receptive skills of language are listening and reading.
4. We use gestures when we speak to help the listener understand us better.
5. We help the reader understand what we write better by using graphics such as pictures, photographs, charts, tables, etc.
6. The two forms of communication are verbal communication and non-verbal communication.
7. Sample answer: I want to learn Korean because I like Korean movies. (Accept any possible answer.)
8. Sample answer: I think listening skill is the most difficult for me because I have difficulty in understanding the speech of native speakers. (Accept any possible answer.)

C.

1. greeting
2. asking for permission
3. thanking / expressing gratitude
4. requesting

5. apologizing
6. directing someone how to get to a certain place / giving direction
7. responding to thanking
8. asking someone a question
9. disagreeing
10. instructing someone what to do / giving instruction

1B Vocabulary

A.

	NATIONALITY	LANGUAGE	ADJECTIVE
1.	Australian	English	Australian
2.	Chinese	Chinese	Chinese
3.	French	French	French
4.	German	German	German
5.	Italian	Italian	Italian
6.	Japanese	Japanese	Japanese
7.	Korean	Korean	Korean
8.	Laotian	Laotian	Lao / Laotian
9.	Myanmar	Myanmar	Myanmar
10.	Briton / * the British	English	British
11.	American	English	American
12.	Vietnamese	Vietnamese	Vietnamese

- * the British = people from Britain
Briton = a British person

B.

- | | |
|---------------|------------------|
| 1. French | 2. Italian |
| 3. Vietnamese | 4. English |
| 5. Korean | 6. Japanese |
| 7. British | 8. Laotian / Lao |
| 9. German | 10. Chinese |

1C Grammar

A.

1. There are many pagodas in Bagan, an ancient capital of Myanmar.
2. The ostrich, a kind of flightless bird, is found only in Africa.
3. My son, a musician, earns little and lives with me.
4. Loch Ness, a large mountain lake, is in Scotland.
5. Mt. Everest, the highest peak in the world, is in Nepal.

6. I'd love to climb Kilimanjaro, the highest mountain in Tanzania.
7. Brussels sprout, a green vegetable like a tiny cabbage, is quite delicious to eat.
8. The Nile, the longest river in the world, is in northeastern Africa.
9. Judo, a Japanese martial art, originated from jujitsu, a samurai unarmed fighting technique.
10. Albert Einstein, the great physicist, was famous for his theory of relativity.

B.

1. Myanmar, the second largest country in Southeast Asia, is known as the land of pagodas.
2. U Tun Tun, our English teacher, is a very strict person.
3. Aung Aung, the best footballer in our school, won many prizes.
4. An excuse, a reason for an apology, may or may not be true.
5. Jack was born in Finland, the land of a thousand lakes.
6. Elvis Presley, a very popular singer, was referred to as the 'King of Rock and Roll'.
7. We will spend our vacation at Ngapali Beach, the most beautiful beach in our country.
8. William Henry Gates, the principal founder of Microsoft, was born in Washington.
9. I like spaghetti, an Italian dish with noodles and sauce.
10. My childhood home, an old wooden house, is just down the road.

1D Listening and Speaking**A.**

Arabic ✓	French ✓	Japanese
Brazilian	German	Portuguese
Chinese ✓	Hindi ✓	Russian ✓
English ✓	Italian	Spanish ✓

B.

- | | |
|----------------|------------|
| 1. one billion | 2. Chinese |
| 3. Indian | 4. Spanish |
| 5. Arabic | |

C.

- | | |
|------------|------------|
| 1. English | 2. Chinese |
| 3. Hindi | 4. Spanish |
| 5. French | 6. Arabic |
| 7. Russian | |

Unit 2: LITERATURE**2A Reading****A.**

1. words
2. Prose, Poetry and Drama
3. Jane Austen
4. Ernest Hemingway
5. fourteen
6. five
7. Comedy, Tragedy and Tragicomedy
8. tragedy
9. poem(s)

B.

1. Emily Brontë
2. a poem that has fourteen lines (and a particular pattern of rhyme)
3. a humorous poem with five lines (and its own rhyming scheme)
4. William Shakespeare
5. a type of play that is both sad and amusing

C.

1. No. A news article cannot be regarded as literature because it does not have a lasting effect on the reader (in such a way that the reader would want to read on and on, and again and again too).
2. A piece of writing can be recognized as literature when it has a lasting effect on the reader in such a way that the reader would want to read on and on, and again and again too.

3. The difference between a painter and a writer is that a painter chooses and uses colours carefully to get a beautiful painting and a writer (chooses and uses) his words carefully to turn out a piece of writing.
4. Drama is meant for performing on a stage of a theatre, or presenting as a radio or television programme.
5. The difference between a comedy and a tragedy is that a 'comedy' is a play that is amusing and a 'tragedy' is a play that has a very sad ending.
6. Classics are novels or poems or plays that are of top quality.
7. Sample answer: I like comedy because it can make me laugh.
8. Sample answer: I wish to be a famous author because I wish to express my feelings and present my experiences to the others through words. (Accept any possible answer.)

2B Vocabulary

A.

1. prose = a kind of free, straightforward writing
2. poetry = literature in verse
3. drama = stories in the form of a play which is to be performed on a stage of a theatre, or presented as a radio or television programme
4. sonnet = a poem that has fourteen lines and a particular pattern of rhyme
5. limerick = a humorous poem with five lines and its own rhyming scheme
6. comedy = a play that is amusing and makes people laugh
7. tragedy = a play that has a very sad ending
8. tragicomedy = a type of play that is both sad and amusing

B.

1. e 2. g 3. h 4. f 5. i
6. a 7. d 8. c 9. b 10. j

2C Grammar

A.

1. Plays and poems written by Shakespeare are not easy to understand.
2. Eggs from U Ba's poultry farm are big and fresh.
3. That boy in the green shirt is my cousin.
4. The two men talking under that tree are engineers.
5. The bridge across that river is more than fifty years old.
6. Books sold in that little shop are quite cheap.
7. These lunch packets are for those workers resting under that tree.
8. All those watches in that showcase are made in Japan.
9. Have you read any detective story written by Agatha Christie?
10. Any book borrowed from our library must be returned in two weeks.

B.

1. The teacher always switches off his mobile phone while he is teaching.
2. Do you believe in the existence of ghosts?
3. I do not usually go to the gym at weekends.
4. Why are you upsetting me by asking personal questions?
5. Be serious! I am not joking.
6. A good teacher always makes learning enjoyable.

C.

1. I work in a public library at the moment. (am working)
2. We're spending next summer in Mogok. ✓
3. Htun Htun is never getting up early. (never gets up)
4. This coat belongs to my father. ✓
5. Some birds build their nests out of small twigs. ✓
6. I'm usually going to work by bicycle. (usually go to)
7. When does a child begin to walk? ✓
8. Look! The girl dances beautifully. (is dancing)
9. In the picture, we all smile and eat snacks happily. (are smiling and eating)
10. I am not liking to wear too much make-up. (do not like)

2D Listening and Speaking**A.**

What Adam, Lucy and Tom said	Speaker
1. Describing people requires countless words.	Adam
2. I studied literature because I wanted to read and write well.	Tom
3. Art is the greatest expression of human feelings.	Lucy
4. Only people who are not smart study literature.	Lucy
5. Literature is the central part of many lives.	Tom
6. There is always something new to discover in literature.	Adam

B.

Answers to A's questions

1. The story is about a young man who falls in love with a young woman.

2. They marry in secret because their families are enemies.
3. Romeo kills a young man who is Juliet's cousin.
4. The message Juliet sent to Romeo is important because it explains how they can stay together.

Answers to B's questions

1. The names of the characters are Romeo and Juliet.
2. Romeo and Juliet marry in secret.
3. Romeo has to leave the city.
4. Romeo and Juliet kill themselves at the end of the story.

Unit 3: ZERO**3A Reading****A.**

1. the Arabic numerals
2. straightforward
3. the Arabic numerals and Roman numerals
4. '0' representing the boundary between the negative and positive numbers
5. the word, 'love'
6. discovered zero
7. sifr

B.

1. The passage is about the origin and importance of '0' (Zero).
2. The main difference between the two kinds of numerals is that the Arabic numerals start with '0' though there is no '0' in the Roman numerals.
3. The Arabic numeral is easy to use because there is '0' which is essential in counting and calculation.
4. The Hindu word for zero means 'empty', or 'void'.
5. '0' represents the boundary between the negative and positive numbers in scales and coordinate axes.

6. The Hindu mathematicians discovered 'zero' in the sixth century.
7. The other English word for zero is 'cipher'.
8. Sample answer: Today we use '0' in numbering, counting, calculating, giving scores, measuring, etc. (Accept any possible answer.)

3B Vocabulary

A.

- | | |
|---------------|------------------|
| 1. zero hour | 2. ground zero |
| 3. zero in on | 4. absolute zero |

B.

- | | |
|-------------------|----------------|
| 1. representative | 2. imaginative |
| 3. discovery | 4. calculation |
| 5. illustrated | 6. measurable |
| 7. equate | 8. importance |
| 9. Mathematics | 10. numerals |

3C Grammar

A.

1. Myanmar, our country, / is often called the *Land of Golden Pagodas*.
2. The English alphabet / contains twenty-six letters.
3. Most trees in our country / shed their leaves in the hot season.
4. Many diseases these days / are caused by different kinds of viruses.
5. All those paintings in that gallery / are done by famous Myanmar artists.
6. Pollution / is causing lasting damage to our environment.
7. Little drops of water, little grains of sand, / make a mighty ocean and a pleasant land.
8. Almost all the plays written by Shakespeare / are well known.
9. According to one English pop song, the best things in life / are free.

B.

1. The injured person could neither walk nor move.
2. Neither our relatives nor our friends know that we are buying a new house.

3. You can either ring me up or send me an e-mail.
4. According to the weather forecast, it may be either cloudy or rainy today.
5. Love can neither be bought nor sold.
6. The restaurant has neither fish nor lobster on its menu.
7. I want to talk either to your parents or to your guardian.
8. We have neither banana juice nor apple juice.
9. I'll have my hair cut either today or tomorrow.
10. The boy neither brought any book to the class nor did his homework.

3D Listening and Speaking

A.

- | | |
|--------------|----------------|
| 1. discovery | 2. cancer |
| 3. scientist | 4. steel |
| 5. vests | 6. policemen |
| 7. American | 8. snowing |
| 9. happy | 10. dishwasher |

REVIEW 1

A.

1. Apologizing
2. Requesting
3. Directing / Giving directions
4. Instructing
5. Giving / Passing on information

B.

- | | |
|----------------|-------------------|
| 1. receptive | 2. Spanish |
| 3. Indian | 4. novelist |
| 5. ending | 6. literature |
| 7. inventions | 8. illustrations |
| 9. imagination | 10. mathematician |

C.

1. Typhoon Hagibis, a large and powerful tropical cyclone, caused widespread flooding.
2. London, the capital of the UK, is in the southeast of England on the River Thames.
3. You can read the novel either online or in the form of a book.

4. Neither my friends nor I eat beef.
5. Either Ko Toe or Nilar can be selected as the representative of our class.
6. My favourite food is spaghetti, an Italian food.
7. The children playing in the garden are my nieces and nephews.
8. All of us think that bikes are better than cars for travelling in small towns.
9. Normally, I wear glasses, but now I am not wearing them.
10. How often do you have medical check-ups?

POEM 1: DAFFODILS

1. The poet compared himself to a cloud in the first stanza.
2. The poet suddenly saw a host of golden daffodils.
3. The daffodils were yellow or golden in colour.
4. The daffodils were beside the lake and beneath the trees.
5. The words 'crowd' and 'host' suggest 'a great number of daffodils'.
6. The breeze caused the fluttering and dancing movement of the daffodils.
7. To describe the movement of the daffodils, the poet used the words 'fluttering', 'dancing' and 'tossing'.
8. The second stanza is about the great number of daffodils that the poet saw. The last two lines make me think so.
9. Sample answer:

*A host of beautiful lilies;
Beside the fence, among other flowers
and trees,
Swaying and dancing in the rain.*
(Accept any possible answer.)

Unit 4: PAINTING

4A Reading

A.

1. ancient
2. Palaeolithic Age
3. Tempera
4. mural painting
5. paint
6. seen
7. Cubism
8. abstract expressionism and cubism
9. write
10. observe

B.

1. The first paintings were found in the caves of southern Europe.
2. The tools and weapons of people in the early Stone Age were made of stone.
3. Most painters paint for pleasure.
4. Most mural paintings on the structures around pagodas depict the many significant events in the life of the Lord Buddha.
5. Geometric forms and shapes in cubism overlap and penetrate one another.
6. Graffiti is writings or drawings on a wall or any other surface as a form of artistic expression within public view without permission.
7. Graffiti can be seen on buildings, post and phone boxes, underground tunnels, buses and on subway cars.
8. Sample answer: I like the beauty of nature because it gives me pleasure./ I like portraits because it is interesting to imagine the character of a person through his / her face.
(Accept any possible answer.)
9. Sample answer: It depends on the pictures drawn by the artists. If the artists draw pictures of the beauty of the surrounding area, graffiti artists should not be allowed to write and draw in public view. If the

artists write rude words and draw disturbing pictures, they should not be allowed to do so. (Accept any possible answer.)

C.

	Type of painting	Paintings are done on	Type of paints / colours used
1.	Water-colour painting	paper	pigments mixed with water
2.	Oil painting	canvas	oil colours
3.	Tempera painting	dry walls	pigments mixed with water, egg yolk and glue
4.	Mural painting	dry plaster of a wall	water colour
5.	Fresco painting	wet plaster of a wall	water colour

4B Vocabulary

A.

1. conveys, portrays
2. tools, Weapons
3. pigment, colour
4. penetrate, overlap
5. paintings, art

B.

Prefix	Root	Noun
bi-	cycle	bicycle
co-	founder	co-founder
dis-	advantage	disadvantage
fore-	head	forehead
non-	profit	non-profit
over-	weight	overweight
pre-	test	pre-test
semi-	circle	semicircle

Prefix	Root	verb
co-	teach	co-teach
de-	compose	decompose
dis-	appear	disappear
mal-	practise	malpractise
mis-	pronounce	mispronounce
over-	eat	overeat
re-	arrange	rearrange
pre-	pack	prepack

C.

Prefix	Root	Adjective
bi-	annual	biannual
dis-	honest	dishonest
il-	literate	illiterate
im-	possible	impossible
in-	appropriate	inappropriate
ir-	regular	irregular
over-	confident	overconfident
un-	usual	unusual

D.

1. illiterate
2. non-profit
3. mispronounced
4. inappropriate
5. impossible
6. disadvantage
7. unusual
8. Rearrange
9. overweight
10. dishonest

4C Grammar

A.

1. Do you know that man working in our neighbour's garden?
2. The children came in making a lot of noise.
3. Many of the articles stolen from that store have been recovered.
4. The Mona Lisa is one of the paintings done by Leonardo da Vinci.
5. Watches made in Switzerland are famous all over the world.

6. Cars manufactured in Japan are good but expensive.
7. That girl talking to our teacher is very brilliant.
8. Birds such as chickens and ducks bred for eggs and meat are called poultry.
9. Decisions made in haste are seldom good.
10. Information gleaned from encyclopaedias is reliable.

B.

1. was studying
2. were playing
3. did not cook
4. was watching, was listening
5. were reading
6. decided, was raining
7. was looking, did not see
8. went out, was studying
9. found
10. was waiting, met

C.

1. were waiting, started
2. saw, was walking
3. rang, was driving
4. knocked, was watching
5. fell, was crossing
6. met, was travelling
7. snatched, was getting off
8. was raining, woke up
9. fell, broke, was cycling
10. Were you driving, phoned

4D Listening and Speaking**A.**

1. increase
2. study, a healthy family
3. stress
4. focus
5. subject
6. new
7. discover, talent
8. good at

B.**Student A**

1. Street artists paint their pictures on pavements, postboxes, buses and walls.
2. Street art festivals are held in August every year in Bristol in the UK.
3. Lots of people including tourists watch the artists and take photos at the street art festival.
4. There are three famous stars in the street art world.
5. Famous stars of the street art world are from Brazil, Paris and South Africa.

Student B

1. Graffiti is a kind of street art.
2. Graffiti artists have problems with the police.
3. In Brazil, graffiti artists can paint on walls and houses.
4. We can see exhibitions of street art in some galleries.
5. Street art exhibitions are held in Paris, London and Los Angeles.

4E Writing

1. (c) A microscope is an instrument which uses lenses to make very small things look larger.
2. (f) An encyclopaedia is a book which gives information on subjects in alphabetical order.
3. (e) A generator is a machine which produces electricity.
4. (g) A gallery is a room or building which is used for keeping works of art for the public to see or study.
5. (j) A carnivore is an animal that eats meat.
6. (i) A cabbage is a vegetable which is large and round with green or white leaves and can be eaten raw or cooked.
7. (a) An ostrich is a large bird which has wings but cannot fly.

8. (b) Vegetarians are people who do not eat meat.
9. (d) A zoo is a place where people can see and study different kinds of wild animals and strange birds.
10. (h) A helicopter is an aircraft which has no wings and can land or take off vertically.

Unit 5: TRAINS

5A Reading

A.

1. the train
2. coal or minerals
3. Robert Davidson of Aberdeen
4. the 20th century
5. Thailand

B.

1. three main types of train: surface trains, underground trains and skytrains.
2. Richard Trevithick, (an engineer, and inventor) in 1804.
3. galvanic cells (batteries).
4. the high cost of infrastructure: overhead lines or third rail, substations and control systems.
5. important until about 1896 when electric powered locomotives were used for the subway.

C.

1. The word 'its' in line 3 refers to 'of the train'.
2. The word 'They' in line 14 refers to 'Electric trains'.
3. Turbine-electric locomotives were not used or developed anymore because they were uneconomical.
4. A skytrain is a type of train that runs above the surface.
5. The word, 'that' in line 42 refers to a quality rapid transit system.
6. Skytrains are used in many countries because they are fully separated from vehicle traffic, and are an

alternative for people to avoid being stuck in congestion.

7. Bullet trains are the fastest trains at present. They can travel up to 186 miles per hour.
8. Trains are still an important means of transport in the world because they are very eco-friendly.
9. Sample answer: Yes. I like travelling by train because I can see beautiful scenery along the journey. (Accept any possible answer.)
10. Sample answer: If I could travel to a distant town by plane or train, I will choose a plane because I can reach my destination in a short time. (Accept any possible answer.)

5B Vocabulary

A.

1. convenient
2. significant
3. maintenance
4. categorize
5. commuters
6. congestion
7. ideal
8. eco-friendly
9. flexibility

B.

1. e 2. d 3. a 4. b 5. c
6. user-friendly
7. eco-friendly
8. guest-friendly
9. ozone-friendly
10. child-friendly

5C Grammar

A.

1. didn't use to like
2. used to work hard
3. didn't use to like
4. did you use to do
5. didn't use to eat
6. Did you use to play
7. used to like
8. used to live

9. used to speak
10. Did they use to go

B.

1. have had
2. has been
3. has been studying
4. have the children been sleeping?
5. haven't received
6. have been building
7. has arrived
8. has taken
9. has been painting
10. hasn't won

5D Listening and Speaking**A.**

1. neat
2. fast
3. broaden
4. decide
5. budget
6. slower
7. car
8. comfort

B.

1. (d) How was it
2. (a) It was wonderful
3. (c) They were really interesting
4. (e) Was it expensive
5. (b) The food was great

Unit 6: THE PRODIGAL SON**6A Reading****A.**

1. his share of the inheritance to go to a distant land and lead an independent life
2. a very free and easy life
3. what the swine were fed with
4. Ben went back to his father
5. his brother deserved to be driven out

B.

1. The word 'prodigal' in the title is similar in meaning to spending a large amount of money without thinking of the future.

2. The differences between Dan and Ben are that the former was serious, hardworking and was a great help to his father while the latter was a happy-go-lucky young man and never bothered to help his father.
3. The words 'make it' in line 8 mean 'whether Ben will be successful in leading a successful life in a distant land.'
4. The word 'his' in line 12 refers to 'Ben's.'
5. When Ben ran out of money in a distant land, he sold one piece of precious jewellery after another he had received from his father.
6. Ben thought that his father would certainly drive him away if he went back home.
7. When Ben's father saw his son at a distance, he came rushing towards him, hugged and kissed him and welcomed him.
8. When Ben got home, his father asked some of his servants to wash his son up and dress him up in the best of clothing and others to kill the fatted calf and prepare a grand meal.
9. Sample answer: If I were Dan, I would feel happy although I may be a bit angry at first, when my brother, Ben came home. (Accept any possible answer.)
10. Sample answer: If I were the father of Dan and Ben, I would also welcome him when Ben came back as he finally understood that family was the best. (Accept any possible answer.)

6B Vocabulary**A.**

- | | |
|----------------------|-------------|
| 1. ran out of | 2. ran over |
| 3. ran through | 4. run on |
| 5. ran into | 6. run down |
| 7. was running after | |

B.

- | | | |
|----------|---------|------------|
| 1. said | 2. told | 3. told |
| 4. told | 5. said | 6. told |
| 7. said | 8. tell | 9. told |
| 10. say | 11. say | 12. saying |
| 13. tell | 14. say | 15. tell |

6C Grammar**A.**

1. She said that she travelled a lot in her job.
2. Mother said that she didn't see any stranger there.
3. Ni Ni said that they had already had their lunch.
4. Thuzar said that she was leaving for Nay Pyi Taw the next day.
5. Su Su said that she had seen a crocodile in the river 10 years before.
6. Thuta said that he had just turned off the light.
7. Nilar told her mom that she had already done her homework.
8. Zaw Zaw said that his friends and he were going swimming that weekend.
9. Our teacher told us that she wanted us to concentrate on our studies.
10. My uncle told me that if I worked harder, I would get better grades.

B.

1. Marlar asked Thuzar if / whether she had been to Singapore.
2. My English teacher asked me if / whether I wanted to speak English fluently.
3. My sister asked me what plan I had that day.
4. My father asked me if / whether I was willing to work harder.
5. The teacher asked Myintzu why she was late again.
6. Thin Thin asked Ohnmar when the last coach to Mandalay left.
7. The teacher asked Ko Toe what his favourite subject was.

8. Aye Aye asked me why I looked so sad that day.
9. My aunt asked me how often I took out the trash.
10. My neighbour asked me if / whether I had seen his / her dog.

C.

1. My uncle warned me not to waste my time playing online games.
2. His mother told him to study harder because that was his last chance.
3. The man told the stranger to go down the street and then turn left.
4. Mother told me to tidy up my bed every day.
5. Cho Cho's brother told her to lend him her camera for a day.
6. The doctor told her patient to avoid eating unhealthy food.
7. Mother told me to hurry or I would be late for school.
8. Our teacher told us to give our opinion on that statement.
9. My aunt told us to enjoy some fresh strawberries.
10. Nilar told Kyi Pyar to give her a few weeks to make up her mind.

6D Listening and Speaking**A.**

- | | | | | |
|------|------|------|------|-------|
| 1. F | 2. T | 3. T | 4. T | 5. F |
| 6. F | 7. T | 8. T | 9. T | 10. F |

B.

1. He / She said he / she liked watching videos on the internet.
2. He / She said he / she was looking for a part-time job.
3. He / She asked me to come to him / her at 6 p.m. the following / next day.
4. He / She asked me to make a cup of tea.
5. He / She asked me what my favourite fruit was.

REVIEW 2**A.**

1. Cubism, graffiti
2. Painting, art
3. overeat, overweight
4. disagreements, disagreed
5. commuters
6. eco-friendly
7. congestion
8. run out of
9. told
10. said, tell

B.

1. Grandpa has been reading the newspaper the whole morning.
2. Su Su used to love dogs when she was a child but she doesn't like them anymore.
3. In the past, people did not use to travel as much as they do today.
4. Smiling and waving, the actress greeted her fans.
5. Watched by millions, soccer is popular all around the world.
6. While I was cooking, my brother was doing the cleaning up.
7. My roommate was getting ready for school at 7:30 yesterday morning when I woke up.
8. Win Win said that her mother would celebrate her birthday the following weekend.
9. A policeman asked the man what he was doing there.
10. The teacher asked me if / whether I was ready for the performance.
11. Mother told Nilar not to worry about what others thought of her.

POEM 2: THE BLIND BOY

1. The thing that the blind boy will never enjoy is light.
2. He can't enjoy it because he is blind.
3. Sample answer: The wonderful things I can see in the daytime are flowers, trees, beautiful scenes, etc.

4. It is day for him when he is awake or when he is playing.
5. It is night for him when he is asleep / when he is sleeping.
6. The lines, 'With heavy sighs I often hear' and 'You mourn my hapless woe;' tell us that people who can see feel sorry for him.
7. No, the blind boy does not feel sorry for himself because he does not miss what he has never had.
8. The blind boy regards himself as a king in spite of his blindness.
9. Sample answer: If there were a blind person in my class, I would read for him / her and take him / her wherever he / she wants to go. (Accept any possible answer.)

Unit 7: TYPICAL MYANMAR SNACKS**7A Reading****A.**

- | | |
|--------------|----------------|
| 1. abundance | 2. aromatic |
| 3. dipped | 4. cooperative |
| 5. costly | 6. crispy |
| 7. unique | 8. gravy |
| 9. resist | 10. celebrate |

B.

- | | |
|----------------|--------------|
| 1. unique | 2. aromatic |
| 3. dipped | 4. crispy |
| 5. cooperative | 6. celebrate |
| 7. abundance | 8. costly |
| 9. gravy | 10. resist |

C.

1. The sentence 'In most alms-giving ceremonies, mont-hin-gah is almost always a must simply because it is a preference of both hosts and guests' tells us that mont-hin-gah is essential in almost every ceremony in Myanmar.
2. Glutinous rice, roasted sesame seeds, roasted peanuts, coconut slices and cooking oil are used to make *hta-ma-ne*.

3. We need a well-balanced proportion of the ingredients and cooperative strength of the team members in order to get prefect *hta-ma-ne*.
4. *Mont-lin-ma-yar* is given that name because it is made of two small hemispheres, each facing the other forming a loving couple.
5. We usually eat *bu-thee-gyaw* with lettuce and tamarind sauce.
6. Sample answer: An example of Myanmar tradition of snacking is offering *mont-lone-ye-baw* to celebrate the water festival. (Accept any possible answer.)
7. Rice / Glutinous rice is the common ingredient of Myanmar snacks mentioned in the passage.
8. Sample answer: I like steamed glutinous rice because I like the taste, the smell and the dried fish I usually have with it. (Accept any possible answer.)
9. Sample answer: I think the most important ingredient in making *mont-hin-ga* is sliced pith of banana stem/ fish/ good quality fish sauce/ lemon grass, etc. (Accept any possible answer.)
10. Sample answer: Out of the Myanmar snacks mentioned in the passage, I like *mont-hin-ga* because I like the taste of the gravy cooked with fish. (Accept any possible answer.)

7B Vocabulary

A.

Suffix	Root word	Adjective
-al	tradition (n)	<i>traditional</i>
	nutrition (n)	<i>nutritional</i>
	nation(n)	national
	season (n)	seasonal
-ive	compete (v)	<i>competitive</i>
	effect(n)	effective
	reflect (v)	reflective
	attract (v)	attractive

Suffix	Root word	Adjective
-ous	vary (v)	<i>various</i>
	nutrition (n)	<i>nutritious</i>
	fame (n)	famous
	adventure (n)(v)	adventurous
-ful	success(n)	<i>successful</i>
	power(n)	powerful
	colour (n)	colourful
	forget (v)	forgetful
-ible	access (n)(v)	<i>accessible</i>
	horror (n)	horrible
	digest (v)	digestible
	response (n)	responsible
-able	avail (v)	<i>available</i>
	enjoy (v)	enjoyable
	comfort (n)	comfortable
	reason (n) (v)	reasonable

B.

- | | |
|----------------|----------------|
| 1. famous | 6. enjoyable |
| 2. traditional | 7. powerful |
| 3. Various | 8. attractive |
| 4. nutritious | 9. wonderful |
| 5. accessible | 10. noticeable |

7C Grammar

A.

1. The car is being fixed by Zaw Zaw at the moment.
2. The man was arrested by the police for shoplifting.
3. The tables had been laid by the waiters before the customers arrived.
4. Information on natural disasters is always gathered by scientists.
5. Large areas of land can be destroyed by a wildfire in just a few minutes.
6. Pyramids were built by Egyptians to keep the names and stories of their kings alive.
7. People are empowered by the Internet by enabling the exchange of information.

8. Products should be designed by entrepreneurs based on what customers say they want.
9. Viruses are studied by virologists to discover how to stop people from getting infested.
10. Chimps have been used by scientists to study infectious diseases.

B.

- | | |
|---------------|------------------|
| 1. is made | 6. are sprinkled |
| 2. is mixed | 7. is placed |
| 3. is used | 8. is baked |
| 4. is smeared | 9. is eaten |
| 5. are poured | 10. is enjoyed |

7D Listening and Speaking**A.**

- | | | | | |
|------|------|------|------|------|
| 1. T | 2. F | 3. T | 4. T | 5. F |
| 6. F | 7. T | 8. F | | |

B.Surprise

Did you/she/they?
That's amazing!
You're kidding!
Really?

Sympathy

What a pity!
Oh dear.
That's too bad.
How awful!

Pleasure

Fantastic!
That's great!
Lovely!
Brilliant!

C.

1. What a pity! / Oh dear. / That's too bad.
2. Did she? / Really? / That's amazing!
3. That's great! / Fantastic!
4. Really? / Did she? / That's amazing!
5. Fantastic! / That's great! / Lovely!

7E Writing**A.**

1. (e) 2. (d) 3. (b) 4. (a) 5. (c)

Unit 8 : FOOD CHAIN**8A Reading****A.**

- | | | | | |
|------|-------|------|------|--------|
| 1. T | 2. F | 3. T | 4. F | 5. T |
| 6. T | 7. NM | 8. F | 9. T | 10. NM |

B.

1. Plants make their food by using carbon dioxide from the air and water from the soil in the presence of sunlight.
2. The difference between plants and animals is that plants make their own food but animals cannot make their own food.
3. The word 'their' in line 4 refers to 'animals' / 'of animals'.
4. Unlike plants, animals must eat plants or other living things to live.
5. Ants and other insects do the cleaning up before the final cleaning up.
6. The word 'These' in line 27 refers to 'Decomposers'.
7. Decomposers change what is left behind by insects into nutrients.
8. Sample answer: In addition to squirrels, two other animals that eat nuts are sparrows and pigeons. (Accept any possible answer.)

C.

Living Things		
animals	birds	decomposers
fox	hawk	bacteria
rabbit	owl	fungi
lion	dove	snail
elephant	sparrow	earthworm

Living Things	
insects	scavengers
ant	vulture
grasshopper	crow
termite	leopard
flies	wolf

8B Vocabulary

1. stay behind 2. taking up
3. makes up 4. falling behind
5. was brought up 6. grew up
7. stay up 8. use up
9. lagged behind 10. left behind

8C Grammar**A.**

1. The fire exit must be kept free all the time.
2. The pyramids were built nearly 5,000 years ago.
3. The entire house was painted blue.
4. The staff were required to follow safety rules.
5. The office is vacuumed and dusted every night.
6. English is spoken all over the world.
7. This gate is usually locked at 10 p.m.
8. My computer was used in my absence.
9. We were warned against the pickpockets in this area.
10. You will be fined if you dump rubbish illegally.
11. Where was the book found?
12. This hotel will be refurbished in the following year.
13. A new stadium is being built near the station.
14. Nandar has been sent a mysterious letter./ A mysterious letter has been sent to Nandar.
15. UFO has been seen in this area.

B.

1. My mother gave me a beautiful dress; my father a calculator and my brother a watch on my birthday.
2. When the fire broke out, Daw Nilar was in the living room and her baby in the bedroom.
3. I like travelling by train but my friend, Hnin Zi, by plane.

4. Some animals live on land; some in water and some both on land and in water.
5. I was born in Yangon; my elder brother in Taunggyi and my sister in Dawei.
6. Mg Mg is good at playing football; Zaw Zaw at playing tennis and Ko Ko at playing basketball.
7. Some plants grow well in clay soils; some in sandy soils and some in silt soils.
8. In supermarkets, frozen food must be kept at zero degree Fahrenheit; meat and fish at 28-32 degree Fahrenheit; and dairy produce at 40-50 degree Fahrenheit.
9. For my parents' anniversary, I am cleaning the backyard; my brothers the window panes and my cousins the garden.
10. My hobby is collecting stamps; John's CDs and Mary's coins.

8D Listening and Speaking**A.**

Animal	Food
<i>rabbits and rats</i>	<i>hard grains and nuts</i>
<i>frogs</i>	<i>insects</i>
<i>bees and butterflies</i>	<i>nectar from plants</i>

B.

1. grains 2. teeth 3. tongue
4. buffaloes 5. tongue 6. neck
7. trunk

C.

Fruit	Meat	Vegetables
<i>bananas</i>	<i>beef</i>	<i>beans</i>
<i>grapes</i>	<i>chicken</i>	<i>broccoli</i>
<i>oranges</i>	<i>lamb</i>	<i>carrots</i>
<i>pears</i>	<i>mutton</i>	<i>mushrooms</i>
<i>watermelons</i>	<i>pork</i>	<i>potatoes</i>

Unit 9: CLIMATE CHANGE**9A Reading****A.**

1. D 2. G 3. A 4. F 5. B
6. E 7. C

B.

- getting warmer from year to year.
- greenhouse gases in the atmosphere
- have gradually risen.
- burning fossil fuels.
- loss of vegetation.
- the El Niño and La Niña, (warm and cold currents in the South Pacific Ocean)
- reduce emission of carbon dioxide.

C.

- 'It' in line 6 refers to 'climate'.
- Climatologists study general weather conditions.
- The earth's atmosphere is compared to a blanket because it can keep the earth constantly warm like a blanket.
- The temperature of the earth's atmosphere, its oceans and landmass increases when the level of greenhouse gases rises.
- 'its' in line 22 refers to 'the earth's'.
- 'which' in line 31 refers to 'soil erosion'.
- The El Niño and La Niña are warm and cold currents respectively of the South Pacific Ocean.
- We should stop using fossil fuels, plant more trees and do our utmost to prevent the rise in temperature or to stop it completely.
- Sample answer: I will use public transportation as much as possible. (Accept any possible answer.)

9B Vocabulary

Causes	Effects	Ways to prevent it
<ul style="list-style-type: none"> burning fossil fuels cutting down trees emission of carbon dioxide occurrence of El Niño and La Niña glaciers and sea ice melt 	<ul style="list-style-type: none"> loss of property and life loss of vegetation soil erosion storms weather patterns change severely floods 	<ul style="list-style-type: none"> reducing emission of carbon dioxide stop using fossil fuels planting more trees utilizing solar power, wind power, etc.

9C Grammar**A.**

- will see the dentist
- will bring me a nice present
- will take swimming lessons
- will throw a big party
- will miss the train
- will stand first
- will close the window
- will buy some bread
- won't take long
- will enjoy the delightful view

B.

- will freeze / freezes
- will see
- will not feel
- would have lent
- had not been
- will have
- would gain
- worked
- increased
- had not supported

9D Listening and Speaking**A.**

1. T 2. F 3. F 4. F 5. T
6. T 7. T 8. T 9. T 10. F

B.

1. (b) In my opinion,
2. (e) Personally, I think
3. (f) The point is that
4. (c) I know what you mean
5. (h) That's very true
6. (a) I agree
7. (d) Of course it is
8. (g) That's what I think.

REVIEW 3**A.**

- | | |
|----------------|----------------|
| 1. costly | 2. forgetful |
| 3. competitive | 4. unique |
| 5. resist | 6. decomposers |
| 7. Fossil | 8. using |
| 9. solar | 10. erosion |

B.

1. If these shoes fit me, I will buy them.
2. If I had listened to the news last night, I would have known the good news earlier.
3. If I were rich, I would help the poor and the needy as much as I can.
4. Rental car companies can be found in all airports around the world and in most cities.
5. Not only the outside of the house but also the inside was painted.
6. The problem will be sorted out as soon as possible.
7. Carnivores eat meat, herbivores plants, and omnivores both meat and plants.
8. Mee Mee likes shopping online; Zaw Zaw chatting online and Si Si watching movies online.
9. What subject are you studying currently in school?
10. Every morning, customers line up outside the front door of the bakery.
11. These days, the police are watching every move the suspect makes.
12. It is natural that young children cling onto their mothers for everything.

POEM 3: SONG

1. The rhyming words in the poem are 'dearest, head, wet, forget' and 'tree and me' in the first stanza, 'rain and pain' and 'set' and forget' in the second stanza.
2. The old English words used by the poet are 'thou', 'will' 'doth' and 'haply'.
3. The meaning of 'thou' is 'you', 'wilt' is 'will', 'doth' is 'does' and 'haply' is 'by chance' or 'perhaps'.
4. I think Christina Rossetti says all these things to her loved ones.
5. The things she does not want people to do when she is dead and gone are not to sing sad songs for her, not to leave flowers at her grave and not to grow shady cypress trees.
6. I think she tells people not to do these things because when she dies, she may or may not even know what her loved ones are doing.
7. She thinks that the nightingale sings because it is in pain.

Unit 10 : FOOD SAFETY**10A Reading****A.**

1. Plants, animals and human beings
2. Rice, eggs, milk (These are just examples.)
3. because they contain vitamins and minerals
4. a combination of the correct types and amounts of food
5. can cause food poisoning and even death
6. corned beef, canned sardines, tuna, sausages
7. Fresh fruits and vegetables
8. the safety of food and drug

B.

1. We need food for health, energy and growth.
2. The underlined word 'those' in line 10 refers to starch, sugar, proteins, fat, vitamins and minerals.

3. The advantage of having a balanced diet is that we will get the right amount of vitamins and minerals for each day.
4. When we have food allergy, we can vomit, and in certain cases, break out in rash.
5. Canned fish or meat and flavoured fruit juices can be harmful to our health because they contain additives and colourants, which are chemicals that can be harmful to our health.
6. The underlined word 'which' in line 30 refers to additives and colourants.
7. Sample answer: I think farmers use fertilizers and pesticides to produce more crops and to kill pests that destroy their crops. (Accept any possible answer.)
8. Food should be handled hygienically.
9. Sample answer: In Myanmar, Food and Drug Administration (FDA) inspects foods in the markets or food stalls to see whether they contain chemicals or not. (Accept any possible answer.)
10. Sample answer: I think I do not have a balanced diet because I sometimes eat too much sweet snacks and fast foods. / I think I have a balanced diet because I try to eat fresh fruits, vegetables, fish and meat proportionately. (Accept any possible answer.)

10B Vocabulary

A.

1. b 2. j 3. j 4. c 5. h
6. g 7. a 8. d 9. e 10. f

B.

1. artificially 2. balanced
3. responsible 4. hygienically
5. supply 6. pesticides
7. colourants 8. allergy
9. vital 10. additive

10C Grammar

A.

1. She has not only a great sense of humour but also good communication skills.
2. We will redecorate not only our living room but also our kitchen.
3. My mother is not only a good teacher but also a good friend to me.
4. The effects of flooding include not only damage to property but also loss of life.
5. My new car has not only a front but also a rear camera.
6. Smoking can cause not only heart and lung diseases but also cancer.
7. Nandar not only fell while playing badminton but also broke her leg.
8. Sandar not only won the race but also broke last year's record.
9. The new housing block has not only a swimming pool but also a gym.
10. He won the first prize not only at the school level competition but also at the national level competition.

B.

1. The older I get, the younger I feel.
2. The more I study, the better grades I get.
3. The more cars there are, the worse the traffic (will be).
4. The better education you have, the greater opportunities you will have.
5. The stronger the coffee, the less I sleep.
6. The richer you grow, the greater your worries (will be).
7. The more you practise, the more you will improve.
8. The better the quality of healthcare, the longer the life expectancy (will be).
9. The younger you are, the easier it will be to learn languages.
10. The more time you give to play games, the less time you will have for study.

10D Listening and Speaking

A.

Advantage	Disadvantage
1. supermarkets	1. additives
2. preparation	2. humans
3. convenient	3. dairy products
4. time	4. healthcare

B.

- (b) What fruits
- (e) do you like most
- (d) Do you think
- (f) How are
- (c) How often
- (a) Is there

10E Writing

A.

- (d) sender's address and date
- (e) receiver's address
- (a) salutation (greeting)
- (b) body of the letter
- (c) leave-taking

Unit 11: THANAKHA, UNIQUELY MYANMAR

11A Reading

A.

- d
- b
- a
- e
- c

B.

- b
- b
- c
- a
- a

C.

- There are more choices of beauty products today than in the past because of the booming of the beauty industry.
- Thanakha* is mainly used for medicinal purposes in other countries and as a cosmetic in Myanmar.
- Beauty conscious ladies apply *thanakha* to their faces to cover pimples and acne from their faces.

- Pimples appear on the faces of boys just at the age when they want to look handsome.
- A thick layer of *thanakha* protects those who have to toil in the sun from sunburn.
- The roots of *thanakha* trees are valuable to the medical man as they form important ingredients in some medicines.
- Thanakha* is available in the forms of slender branches, huge trunks, small cakes, creams, lotions and powders.
- Many Myanmar ladies still rely on *thanakha* because of its power for their beauty and comfort.
- Sample answer: Yes, because it keeps me cool all day. / No, because it takes time to grind *thanakha* to get its paste. (Accept any possible answer.)
- Sample answer: I think the use of *thanakha* as a cosmetic will be more popular because more and more *thanakha* products are exported to our neighbouring countries and beyond. (Accept any possible answer.)

11B Vocabulary

A.

Suffix	Root word	Noun
-al	arrive (v)	arrival
	approve (n)	approval
-ance	fragrant (adj.)	fragrance
	guide (v)	guidance
-dom	free (adj.)	freedom
	bore (v)	boredom
-ence	prefer (v)	preference
	refer (v)	reference
-er	moisturize (v)	moisturizer
	teach (v)	teacher

Suffix	Root word	Noun
-or	invent (v)	inventor
	act (v)	actor
-ion	promote (v)	promotion
	revise (v)	revision
-ist	science (n)	scientist
	art (n)	artist
-ment	manage (v)	management
	move (v)	movement
-ness	useful (adj.)	usefulness
	great (adj.)	greatness

B.

Suffix	Root word	Verb
-ate	immigrant (n)	immigrate
	different (adj.)	differentiate
-en	strength (n)	strengthen
	light (adj.)	lighten

Suffix	Root word	Noun
-ize	computer (n)	computerize
	memory (n)	memorize
-ify	simple (adj.)	simplify
	example (n)	exemplify

C.

1. lighten
2. tourist
3. relevance
4. oiliness
5. beautified
6. encouragement
7. whiten
8. completion
9. strengthen
10. specialize

D.

1. wins
2. do
3. products
4. boomed
5. wearing
6. toil
7. apply
8. promote
9. heritage
10. medical

11C Grammar**A.**

1. whom
2. who
3. whose
4. who
5. who
6. whose
7. whom
8. whose
9. whom
10. who

B.

1. I helped the girl, whose car had broken down in front of our house.
2. I hardly recognized my distant relatives, who came to my sister's wedding.
3. Nyi Nyi, who has just moved to our school, is very good at playing football.
4. The children, who are playing in the street, are not from our school.
5. The people, who are very friendly, live next door to us. / The people, who live next door to us, are very friendly.
6. The home for the aged is for elderly people, who do not have anyone to look after them.
7. I met the famous singer, whose albums I always buy, at a friend's birthday party.
8. The cyclist, who had trained hard the whole year, won the race. / The cyclist, who won the race, had trained hard the whole year.
9. Customers like the salespersons, who are friendly and helpful.
10. We chose Aye Aye, whom everyone trusted, as our team leader.

11D Listening and Speaking**A.**

1. Myanmar customs and practices
2. paint
3. yellow paint
4. beauty treatment
5. traditional medicine
6. children's
7. ready-made

B.

1. Would you ...?
2. I would, ...
3. Why don't you ...?
4. That sounds ...
5. that's a good idea, ...

Unit 12: URBANIZATION

12A Reading

A.

1. E 2. C 3. D 4. B 5. A

B.

A. General expression	B. Example
medical service providers	hospitals, healthcare centres
education institutions	schools, colleges, and universities
urban comforts and conveniences	recreation centres, libraries, museums, parks, beauty salons, hotels, and restaurants
undesirable results brought about by urbanization	the growth of slums, problems of unemployment, overcrowded living quarters, traffic congestions, air pollution, a rise in cost of living and urban crime
urban crime	mugging, stealing, drug abusing, prostitution and murder

C.

1. People living in the countryside often leave their rural homes for political, economic or social reasons.
2. The phrase 'greener pastures' in line 10 is similar in meaning to – c. places that offer new opportunities.
3. When human beings wish to be better, they switch from one job to another; or move from one place to another; or give up one method and try something else.
4. When modern livestock and dairy farms are established in the countryside, rural farmers begin to find it more and more difficult to earn enough to meet their daily needs.

5. Because of war in some parts of the world, people in villages have to abandon their homes and find somewhere else to live.
6. Urbanization brings about economic and social ills./ Undesirable results that urbanization brings about are economic and social ills.
7. With the growth of slums, people are forced to live in shanties and hovels.
8. If more job opportunities can be created, problems of unemployment can be solved.
9. The police force should be expanded in proportion to the increase in population and crime.
10. Sample answer: If I were living in a village, I would move to a big city for better education and healthcare. / If I were living in a village, I would not move to a big city because I find it more peaceful to live in a village. (Accept any suitable answer.)
11. Sample answer: I would like to live in a village because there is no traffic congestion / I would like to live in a big city because I want to get a good education from a well-known university. (Accept any suitable answer.)

12B Vocabulary

A.

1.	air pollution
2.	beauty salon
3.	dairy farms
4.	drainage system
5.	drug abusing
6.	housing plan
7.	recreation centre
8.	root cause
9.	rural folks
10.	service provider
11.	traffic congestion
12.	unemployment problem

B.

1. root cause
2. dairy farms
3. drainage system
4. unemployment problem
5. rural folks
6. beauty salon
7. recreation centre
8. air pollution
9. housing plan
10. drug abusing
11. Traffic congestion

C.

1. as 2. like 3. as 4. like 5. as
6. as 7. as 8. as 9. like 10. like

12C Grammar**A.**

1. The building, that / which was destroyed in the storm, has now been rebuilt.
2. We stayed in the Excellent hotel, that / which a friend recommended to us.
3. These buses, that / which go to the airport, leave every half hour.
4. Ko Tu told me about his new job, that / which he is enjoying very much.
5. We often go to Bago, that / which is only ten miles from our village, to visit our relatives.
6. These stairs, that / which lead to the swimming pool, are rather slippery.
7. Mother gave me this sweater, that / which she knitted herself.
8. The washing machine, that / which I have used with care, is still working perfectly.

B.

1. The earth is the only planet, that / which can support life.
2. The invention, that / which has changed the modern world, is the computer.
3. Swimming is an activity, that / which I enjoy doing.

4. The programme, that / which I love watching on TV, is the Master Chef programme.
5. An activity, that / which helps reduce stress, is gardening.

C.

1. Climbing up the mountain is as difficult as climbing down the mountain.
2. It is as warm today as it was yesterday.
3. The shopping mall is as crowded today as it was yesterday.
4. Yesterday, they played as well as they usually do.
5. My mother is always as busy as my father.

D.

1. Human workers can't work as precisely as robots.
2. A candle is not as bright as an electric lamp.
3. Ko Ko does not spend as much time studying as playing.
4. Coal is not as clean as nuclear power.
5. The air quality in urban areas is not as good as the air quality in rural areas.

12D Listening and Speaking**A.**

	Urban area	Rural area
life	fast	relaxed
settlement	cities	villages
environment	nature	direct
people	work	farming
population	densely	sparsely
jobs	often	usually

B.

1. (f) I'd like to make an appointment with the doctor.
2. (a) I'm not feeling very well.
3. (b) Certainly.
4. (d) Yes, 10 o'clock is fine.
5. (c) Nay Aung.
6. (e) Thank you.

REVIEW 4**A.**

1. beauty products
2. cultural heritage
3. recreation centres
4. root cause
5. service provider

B.

1. root cause
2. beauty products
3. service provider
4. recreation centres
5. cultural heritage

C.

1. Commuting by other forms of transport is not as cheap as by bus.
2. I like listening to the news on radio as much as watching it on TV.
3. Exercise can help not only lower blood pressure but also protect you against heart attacks.
4. We meet to share not only one another's joys but also one another's burdens.
5. The more we study, the more we discover our ignorance.
6. The finer the food particles (are), the easier it is to digest.
7. She's the student whose handwriting is the best in my class.
8. I rang Nilar who was a good friend as well as the family doctor.
9. A person without common sense is like a house without a foundation.
10. He had worked variously as waiter, shop assistant, but finally became a successful businessman.

POEM 4: WHAT IS PINK?**A.**

Colour	Things in Nature	Prepositional Phrases that Describe Places
pink red blue white yellow green violet orange	a rose a poppy barley bed the sky the clouds a swan pears grass flowers an orange fountain	by the fountain's brink in its barley bed where the cloud floats

Prepositional Phrases that Describe Time	Adjectives Other than Colours
in the summer twilight	rich ripe mellow small

B.

Sample answer:

What is black? A crow is black

Eating small insects.

What is grey? An elephant is grey

It eats anything including hay.

(Accept any possible answer.)